

# Evaluation of Amoma, Giya, Alayon Sa Kalampusan (*Foster, Guide, Work Together Towards Success*) Program at School Level Using ABCD Model

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## ABSTRACT

The purpose of this study was to evaluate the Amoma, Giya, Alayon sa Kalampusan (AGAK) Program, a child nurture, drop out reduction program initiative of Department of Education-Division of Bohol, Philippines, at Haguilanan High School using the ABCD Evaluation Model of Ochave. This study specifically investigated the effectiveness of the program's implementation by looking in to the four components indicated in the evaluation model: A - the students; B - the programs and operations; C - the effects and D - the social impact; and determined the intents and actualities of each component to identify the gaps between these two. Interviews were conducted to the eight junior high school teachers of the school, to know the processes in the implementation of the program as well as the issues and challenges experienced while carrying out the said program. Although the AGAK Program is a promising drop out reduction program, its implementation in the school experienced issues in the identification of the beneficiaries of the program, the assistance given to the beneficiaries and the program's monitoring. Thus recommendations were made to enhance the implementation at the school level.

### Keywords:<sup>1</sup>

Amoma, Giya, Alayon sa Kalampusan (AGAK) Program, dropout reduction, ABCD Model, evaluation

## INTRODUCTION

Quality education has always been the ultimate goal of every education system not just in the Philippines but worldwide. Many educators have pursued various researches to seek the best ways to achieve this goal. In 1990, a world declaration on the Education for All (EFA) happened in Jomtiem, Thailand which prescribed the achievement of Basic Learning Needs. In this connection, the Philippines crafted and implemented its own EFA in the year 2003 although it was officially approved by the government in 2006. ("Philippine Education for All 2015", 2008.)

One of the goals of EFA is to expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children ("Educational for All", 2014). With this, the Department of Education, Division of Bohol implemented the Amoma, Giya, Alayon sa Kalampusan (AGAK) Program through a Division Memorandum (DM) No. 199 s. 2014 on June 5, 2014. As stated in the memorandum, AGAK is a Child Nurture Program that envisions 100 percent completion of all students in the Basic Education. The goal of the AGAK program is to provide sponsorship to indigent Boholano students that are at risk of dropping out so that they will have the chance to finish elementary and high school. This program has then been carried out by the teachers and school heads of the public schools of DepEd, Division of Bohol. Each teacher and school head were directed to identify and adopt an indigent Student at Risk of Dropping Out (SARDO) and provide academic and financial support. The indicator that determines the success of the adoption is if the student is able to complete his or her elementary or secondary schooling.

At school level, elementary and secondary school heads designated AGAK coordinators to monitor the implementation of the program. In Haguilanan High School, a barangay high school located in Haguilanan, Catigbian, Bohol, the program has been implemented since the issuance of the Division Memorandum in 2014. However, students at risk of dropping out is still one of the major problems faced by the school to this date. Ironically, from school year 2012-2013 to school year 2017-2018, the highest drop-out rate was experienced in the school year 2014-2015, which reached to 9.71% (Haguilanan High School-School Report Card, 2018). Nevertheless, it went lower in the following school years, although this remains a

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negative indicator of the school's performance. This calls a need to look into the processes of the program at the school.

Thus, an evaluation is necessary to identify and determine which aspects of the program and its implementation caused the discrepancies. The ABCD Model of Ochave is a model designed for program evaluation. The simplicity of the model as well as its familiar components make it an appropriate model to evaluate educational programs (Nava et.al, 2007). In this study, this model is utilized to evaluate the AGAK program at school level and look into the components specified by the model; A-the students, B- the program and its operations, C- the effects, and D- the social impact.

### **Aim of the Study**

This study aimed to evaluate the Amoma, Giya, Alayon sa Kalampusan (AGAK) Program at Haguilanan High School, Haguilanan, Catigbian, Bohol using the ABCD Model of Ochave. Specifically, this study sought to

1. A. identify the intended beneficiaries of AGAK program in the school.  
B. explore the operations and processes of the program including the benefactors, the nature of support, the resources used and the program's monitoring.  
C. determine the efficiency of the program's implementation in the school based on the goal of the AGAK program  
D. recognize the impact of the AGAK program in the school and community
2. point out the gaps and the main issues in the implementation of the program.
3. propose recommendations to enhance implementation of the program in the school.

### **METHOD**

This study employed a descriptive-evaluative design to determine the effectiveness of the Amoma, Giya, Alayon sa Kalampusan (AGAK) Program. Descriptive-evaluative since this study sets out the process of the implementation of the program and provide information on how effective the program in achieving its aims.

This study was conducted at Haguilanan High School, a barangay high school located at Haguilanan, Catigbian, Bohol, Philippines during the school year 2018-2019. The participants of the study were the eight junior high school teachers of the school. All eight are female, among them, six are married and two are not married. In addition, five of the teachers are from the municipality where the school is located and the remaining three are from neighboring municipalities.

In choosing the participants, the researcher used purposive sampling, a type of non-probability sampling where 'individuals or group of individuals are chosen because they have the knowledge or experience about the phenomenon under investigation' (Creswell & Plano Clark, 2011).

### **Material**

This study utilized a semi-structured interview questionnaire to elicit information about processes involved as well as the challenges experienced in the implementation of the AGAK program at Haguilanan High School. The following were the guide questions in the semi-structured interview: (1) Who were your AGAK adoptees? (2) How did you choose your adoptees? (3) What support did you provide them? (4) What technical support did you receive from the admin staff and the coordinator of the program in the school? (5) How would you describe the implementation of the program in the school? (6) How did you coordinate with the parents and other stake holders with regard to the implementation of the program in the school?

### **Data Gathering Procedures**

A written permission approved by principal of the school was secured before the conduct of this study. Letters of consent were also given to the participants prior to the start of data gathering. Individual interviews and focus group discussions were done to elicit the underlying problems and challenges in the

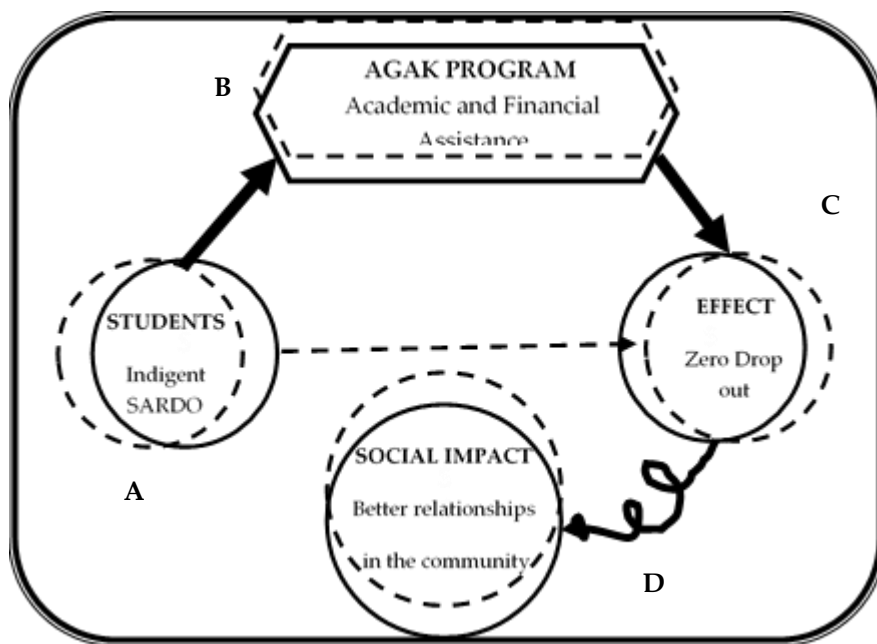
implementation of the program. Moreover, the study also gathered information from the School Report Card of the school available at the Basic Education Information System of the Department of Education.

**Framework of the Study**

This study applied the ABCD Model of Ochave as the framework for evaluating the effectiveness of the Amoma, Giya, Alayon sa Kalampunan (AGAK) Program at Haguilanan High School.

Figure 1 shows the four components of the model in relation to the AGAK program. Component A refers to the indigent students in Haguilanan High School that are at risk of dropping out. The broken circle indicates the actuality, that is, whether the ones adopted are those that are indicated in the objectives of the program. Component B refers to the AGAK Program and its implementation and operations which includes the benefactors of the program, the junior high school teachers, the support they have given to their adoptees, how these support were carried out, and the program’s monitoring by the admin staff. The broken hexagon represents the actualities of these aspects in the programs implementation. Component C refers to how efficient the program was implemented. In this component, it will be indicated whether the students adopted in the program were ‘saved’ from dropping out of school. Lastly, component D looks into the social impact of the program. This could refer to the significant results or effects channeled by the AGAK adoptees to their community that can be attributed to the program or the relationships built in the school through the program.

Figure 1. Conceptual Framework Using the ABCD Model



**RESULTS AND DISCUSSION**

The following show the intents versus the actualities of the components of the AGAK program using the ABCD Model. Narrative descriptions and data from actual interviews were also given.

**Component A-Students**

INTENTS	ACTUALITIES
<ul style="list-style-type: none"> <li>To adopt indigent students at risk of dropping out in each school year starting SY 2014-2015</li> </ul>	<ul style="list-style-type: none"> <li>Each Junior High School Teacher and school head adopted two students in every school year starting SY 2014-2015</li> </ul>

**DISCREPANCIES**

- **The students adopted by the teachers and school head were not indigent or were not at risk of dropping out**

The memorandum issued by the DepED-Division of Bohol, Division Memorandum no. 199 series of 2014, on the AGAK program stated that teachers and school head shall adopt an indigent SARDO. In Haguilanan High School, each teacher was designated to adopt at least two SARDO. However, some of the adoptees did not really need financial assistance. Some of these SARDO belong to those students that lack interest in going to school. Also, those that are beneficiaries of the Conditional Cash Transfer (CCT) otherwise known as the Pantawid Pamilyang Pilipino Program (4Ps) were excluded from being adopted in the AGAK program in the school. The reason being that these students already receive support from the government. As per memorandum, it was not stated that 4Ps are not included. In fact, most of the 4Ps beneficiaries in school are the indigent SARDO.

In the current school year, the number of reported SARDO as of the second quarter was 10 students. However, not all of these SARDO are indigent and some of the reasons for them being no longer in school is related to personal or family problems.

*“Every school year, we are tasked to choose students to adopt in the AGAK. However, we only think of a student to adopt whenever a monitoring report is asked by the Division Office. So, there is really no proper identification of the adoptees. We just assume that since these students seem to be poor, or do not perform in class, or are not 4Ps recipient, we choose them.” – Teacher A*

*“I personally think that adopting two students is a bit of a burden to us teachers. It was not stated in the guidelines how many students we are to adopt. But if we do not exceed in the objectives set (in the IPCRF), we cannot get higher performance rating.” –Teacher B*

**Component B- Implementation and Operation**

INTENTS	ACTUALITIES
<ul style="list-style-type: none"> <li>• Junior High School teachers should provide financial assistance to their adoptees</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers provided financial assistance to their students by buying school supplies and paying their legal contributions</li> </ul>
<ul style="list-style-type: none"> <li>• Junior High School teachers should provide academic assistance to their adoptees</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers rarely give academic assistance to their adoptees</li> </ul>
<ul style="list-style-type: none"> <li>• The school shall conduct monitoring in the program’s implementation</li> </ul>	<ul style="list-style-type: none"> <li>• The school head assigned a coordinator to monitor the program’s implementation at school.</li> </ul>
DISCREPANCIES	
<ul style="list-style-type: none"> <li>• The teachers did not coordinate with the parents to inform them of these assistances</li> <li>• Some teachers did not/cannot pay the legal contributions because they also have financial struggles</li> </ul>	
<ul style="list-style-type: none"> <li>• Some teachers are not advisers so they cannot meet their adoptees all the time</li> <li>• The vacant time of the students and the teachers do not coincide</li> <li>• Home visitation is difficult to do as a form of remediation because of problems on transportation and location of the students residences</li> </ul>	
<ul style="list-style-type: none"> <li>• The coordinator assigned is a Senior High School teacher who did not receive full orientation about the program</li> <li>• The coordinator was assigned only at the third year of implementation</li> </ul>	

One of the goals of the AGAK Program is to provide assistance to identified students financially and academically. At the early years of the program, teachers religiously provide school supplies to their AGAKs. Some teachers whose student adoptees are also part of their advisory classes were able to follow through the students’ performances and attendance. However, they rarely give remediation to their adoptees that struggled academically. Furthermore, the AGAK coordinator of the school, who was designated only at the third year of implementation, cannot constantly monitor the processes of the program. AGAK program is implemented in the Junior High School, but the designated coordinator is a Senior High School teacher. The coordinator also did not receive orientation about the program.

Moreover, students who are chosen by the teachers as their AGAKs are not informed that they are beneficiaries of the program. No orientation is done to let students and their parents know about the goals and processes of the program.

*“Sometimes it is really hard to provide assistance to students when you yourself is struggling financially. I also have my children who I send to school. Honestly, it is hard for me to give financial assistance to students much more because there are two students that we have to adopt in the program. I only give financial assistance to my AGAK rarely. It’s a bit hard especially when your co teachers already gave something to their AGAKs, it pressures me to give as well despite struggling financially also. It’s like I am the one that needs to be AGAKed.”- Teacher C.*

*“It is in our intention to help our students succeed in their academic endeavors. I think all teachers want that to happen. No teacher wants to see their students fail or not pursue their schooling. However, we teachers also have a lot of responsibilities. Giving remediation to these students is a bit difficult for us to do because our supposed to be vacant time are loaded with ancillary tasks. Aside from that, some of these students are frequently absent. As for me, I am not the adviser, so I cannot really look for my AGAK every day.” – Teacher B*

*“One of the reasons we teachers cannot follow through our AGAKS in terms of academic assistance and monitoring is because of the difficulty of doing home visitation. Some of our students live far from accessible areas. And we teachers also live far from the school. The means of transportation in the community is also limited. We cannot stay at school or do home visitation beyond 5 pm.” – Teacher D*

*“My reason for not giving financial assistance to my AGAK adoptees sometimes is because they might become dependent on me. I know that there are times when their parents give them money whenever they can. I also believe that we have to train our students to become hardworking and independent so that they will not grow up thinking the government or their teachers owe them.” – Teacher A*

### Component C – Effects

INTENTS	ACTUALITIES
<ul style="list-style-type: none"> <li>• Zero dropout rate at the end of each school year</li> </ul>	<ul style="list-style-type: none"> <li>• Drop-out rates in the school since the implementation of the program were                             <ul style="list-style-type: none"> <li>SY 2014-2015 = 9.71%</li> <li>SY 2015-2016 = 4.72%</li> <li>SY 2016-2017 = 3.33%</li> <li>SY 2017-2018 = 4.88%</li> </ul> </li> </ul>
DISCREPANCIES	
<ul style="list-style-type: none"> <li>• Some of the drop outs were not adopted in the AGAK program</li> <li>• Some students who were accounted as drop outs left school due to illness that only occurred in the later part of the school year.</li> <li>• Some students left regular school to pursue Alternative Learning School (ALS) but in the school years 2014-2015 to 2015-2016, they are tagged as drop outs. Only in the SYs 2016-2018</li> </ul>	

**were these students tagged as transferred to ALS.**

The AGAK program is designed as a drop out reduction program initiated by the DepEd-Division of Bohol. Its ultimate goal is to attain the zero dropout rate in every school of the Bohol Division. Since the implementation of AGAK in 2014, teachers in Haguilanan High School made effort in providing assistance to the identified students. Some students were able to finish the school year and even finish the Junior High Level. But these students who were ‘saved’ from dropping out are those whose main reason for struggling to go to school is due to financial problems. The financial assistance given by some teachers helped them finish their schooling. However, there were still a number of students who were not saved from dropping out. Most of these students’ reason for dropping out are lack of interest and seeking employment and there were some who developed illnesses and diseases. There were also students who decided to pursue schooling through the Alternative Learning System (ALS). Since the monitoring of enrollment is online, through the Learners Information System (LIS), and the facility in LIS for tagging transferred to ALS was just developed recently, these students who left for ALS were also tagged as drop outs.

**Component D – Social Impact**

<b>INTENTS</b>	<b>ACTUALITIES</b>
<ul style="list-style-type: none"> <li>• <b>Develop better relationships with student, teachers, parents, administrators and other stakeholders</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teachers develop more understanding on the situations of their students.</b></li> </ul>
<b>DISCREPANCIES</b>	
<ul style="list-style-type: none"> <li>• <b>Students, parents and other stakeholders’ relationship towards the school teachers and administrators cannot be emphasized because the program was not introduced even during PTA conferences.</b></li> </ul>	

Through the AGAK program, teachers were able to feel the hardships of their students and it gave them better understanding of their behavior in the school. This helps them in the management of their classes. However, on how the stakeholders of the school and the people of the community perceive the efforts of the school teachers and administrators cannot be directly attributed to the AGAK program because they were not oriented in the processes of the program and its provisions.

**CONCLUSION AND RECOMMENDATIONS**

The Amoma, Giya, Alayon sa Kalampusan (AGAK) Program of the DepEd-Division of Bohol is a promising program for dropout reduction because of the good intents the program stipulates. It aims to help indigent Boholano students to succeed in finishing the basic education, which is in line with the goals of EFA. However, its implementation in Haguilanan High School experienced challenges and issues due to the following reasons. First, there was no proper identification of students to adopt in the program. Second, the assistance given to the students did not correspond to their needs. Also, the monitoring of the implementation of the program was not constantly done. The implementers of the program, the teachers, find it difficult to follow through the progress of their adoptees due to other workloads in the school. Thus, only few students were saved from dropping out making the dropout rate remain as a negative indicator of the school’s performance. These results however, do not generalize the performance of the program in the entire division of Bohol. Despite having issues in the implementation at school level, as pointed out in this evaluative study, resolutions can be done to achieve the goals of the program.

With this, the following are recommended to enhance the implementation of the AGAK program in the school. (1) Make a careful planning and identification of students to adopt in the program. Conduct needs analysis of the identified students. (2) Introduce the program to parents and other stakeholders and coordinate with them in the implementation of the program. (3) Make adjustments in the teacher's schedule to provide them time to conduct remediation. (4) Provide allocation to teachers for transportation when doing home visitation. (5) Orient the school coordinator of the program's processes and implementation to better conduct the monitoring. (6) Conduct a division wide evaluation of the program to identify and/or compare promising practices or pressing issues of the AGAK implementation.

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