



Republic of the Philippines
Department of Education
CARAGA REGION



March 23, 2021

REGIONAL MEMORANDUM

No. 187, s. 2021

To: SCHOOLS DIVISION SUPERINTENDENTS
ASST. SCHOOLS DIVISION SUPERINTENDENTS
SCHOOL HEADS OF PUBLIC AND PRIVATE SCHOOLS
SELECT REGIONAL OFFICE PERSONNEL
This Region

ADDENDUM AND CORRIGENDUM TO REGIONAL MEMORANDUM NO. 161, S.
2021 RE: NEEDS ASSESSMENT FOR INTERVENTION PROGRAMS FOR
LEARNERS AT RISK OF DROPPING OUT AND LEARNERS
WITH FAILING GRADES

1. The Focus Group Discussion (FGD) per Regional Memorandum No. 161, s. 2021 Re: Needs Assessment for Intervention Programs for Learners at Risk of Dropping Out and Learners with Failing Grades is scheduled on March 26, 2021. Instead of morning and afternoon sessions, the FGD in four groups, shall be conducted in the morning from 8:00 to 12:00 NN. The grouping, assigned moderators and participants are reflected below:

Participants	Moderators	Links
1 Teacher from each of the SDOs of Agusan del Norte, Agusan del Sur, Bayugan City, Bislig City, Butuan City, and Cabadbaran City	Kevin Hope Z. Salvaña	meet.google.com/zvk-gwqq-gur
1 Teacher from each of the SDOs of Dinagat Islands, Siargao, Surigao City, Surigao del Norte, Surigao del Sur, and Tandag City	Marlyne Villareal	meet.google.com/wfi-tedg-eeq
1 School Head from each of the SDOs of Agusan del Norte, Agusan del Sur, Bayugan City, Bislig City, Butuan City, and Cabadbaran City	Bernabe L. Linog	meet.google.com/gfh-khpe-joz
1 School Head from each of the SDOs of Dinagat Islands, Siargao, Surigao City, Surigao del Norte, Surigao del Sur, and Tandag City	Caroline P. Guerta	meet.google.com/rgk-gxow-axd



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2. Moderators, headed by Caroline P. Guerta, PhD, shall establish the probe, follow-up, and exit questions on March 25, 2021, 8:00 AM at meet.google.com/zvk-gwqq-gur. Questions shall emanate from the results of the conducted needs assessment (see Enclosure).
3. Moderators shall consolidate their FGD report before providing feedback to the Asst. Regional Director.
4. Participants from SDOs shall register at <http://bit.ly/participantsFGD>.
5. Immediate dissemination of this Memorandum to all concerned is highly desired.


EVELYN R. FETALVERO, PhD, CESO IV
Director IV

Encls.: As stated
Reference: Content Analyses on BE-LCP Reports
To be indicated in the Perpetual Index
under the following subjects:

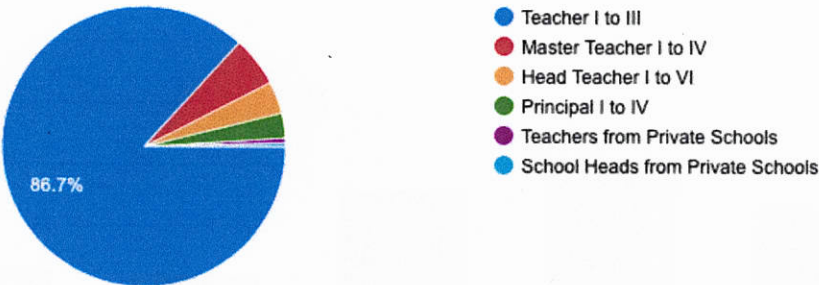
FOCUS GROUP DISCUSSION
INTERVENTION PROGRAM
NEEDS ASSESSMENT

CLM/khzs
03/23/2021

Questions Responses 7,071

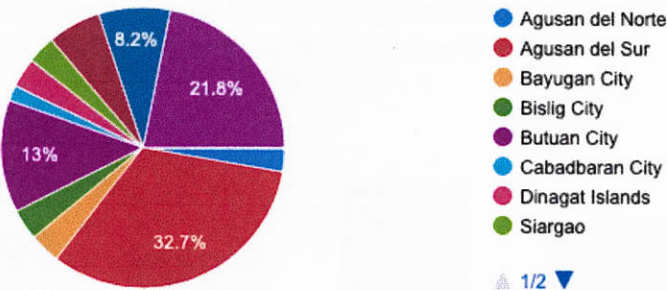
Respondent Type

7,071 responses



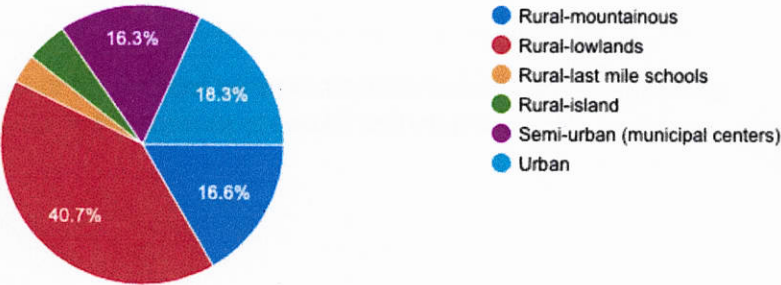
Schools Division Office

7,071 responses



Station Typology

7,071 responses

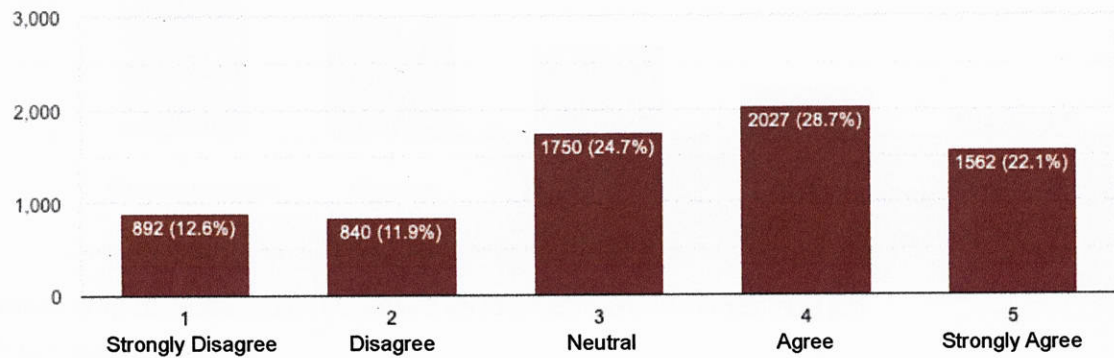


FACTORS AFFECTING LEARNERS' ATTENDANCE TO SCHOOL

From 1 (Strongly Disagree) to 5 (Strongly Agree), rate the following factors that cause learners' drop out in relation to distance delivery modality.

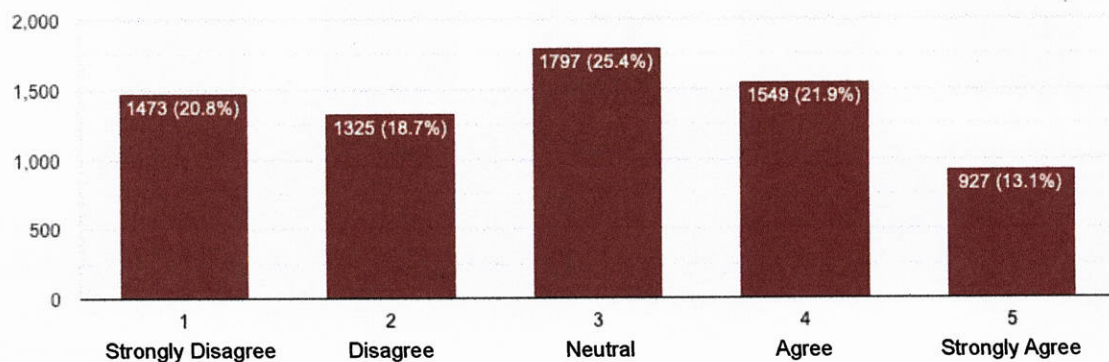
Learners drop out from school because their parents/guardians have difficulty in providing instructional support.

7,071 responses



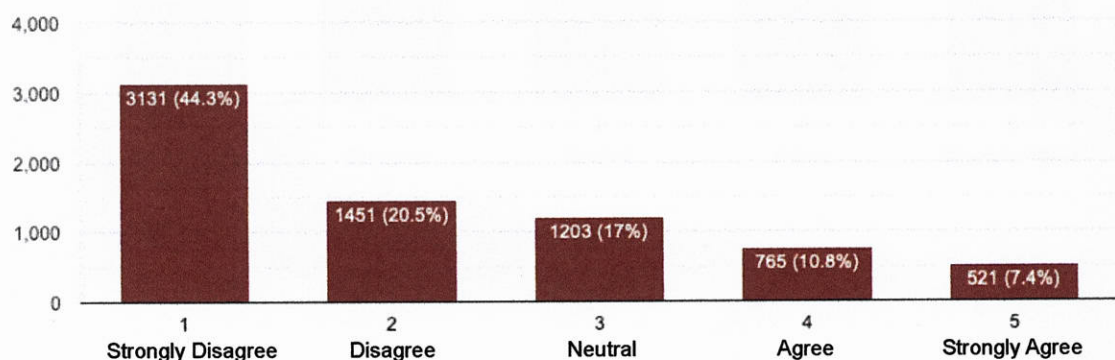
Learners drop out from school because their parents/guardians have difficulty in getting and retrieving the SLMs, LASs, and other learning resources due to distance.

7,071 responses



Learners tend to drop out from school because teachers have difficulty in providing instructional support due to the absence of cellular and internet signal.

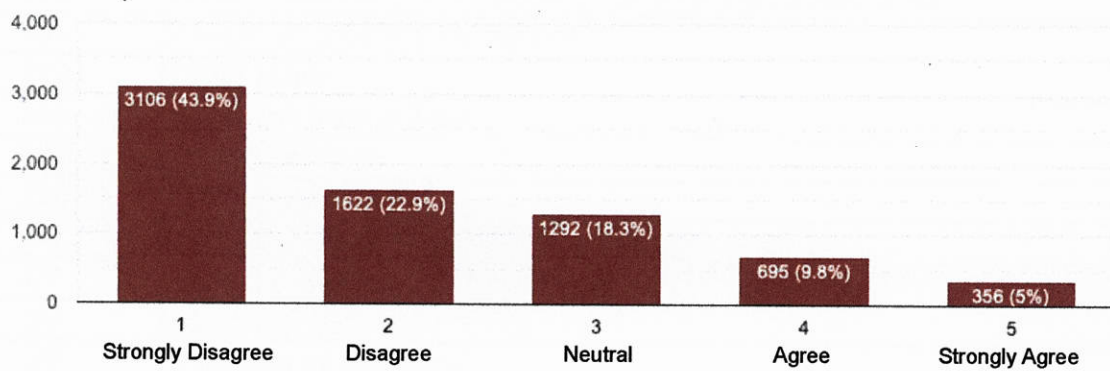
7,071 responses



Learners tend to drop out from school because teachers have difficulty in providing home-bound instructional support due to distance.

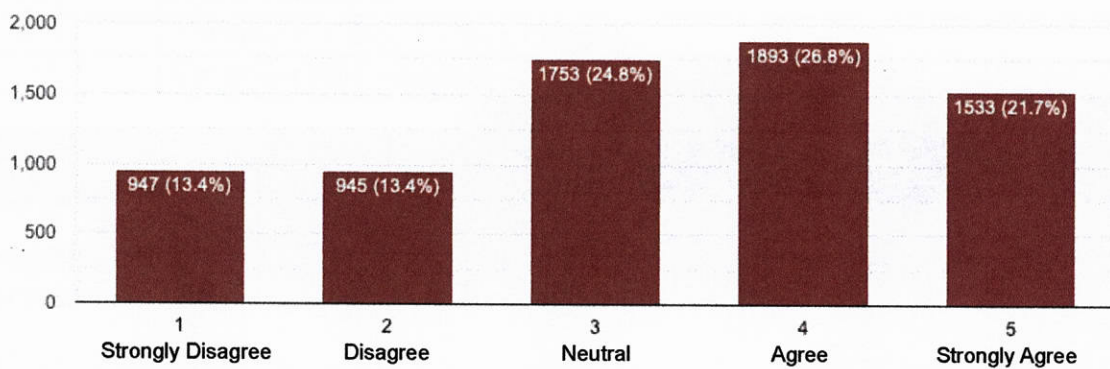


7,071 responses



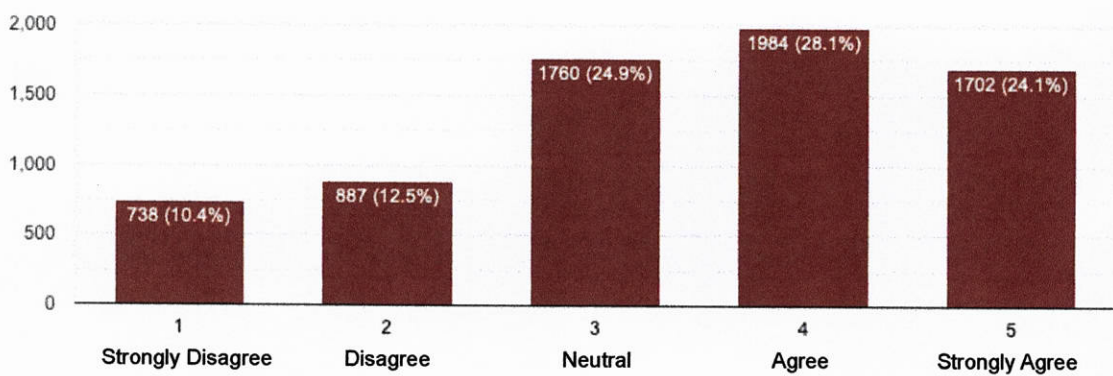
Learners drop out from school because they join their parents in their daily job.

7,071 responses



Learners tend to drop out from school because they have difficulty with self-directed learning.

7,071 responses



Other factors that cause learners at risk of dropping out

Frequency of Recurrence	Factors
221	Lack of interest/motivation in answering SLMs/LASs
189	Financial problem or poverty
172	Child labor
166	Distance from school
122	Early marriage
120	Early pregnancy
80	Economic hardship due to pandemic
67	Family problems
39	Laziness
29	Illnesses or diseases

Proposed intervention programs for learners at risk of dropping out

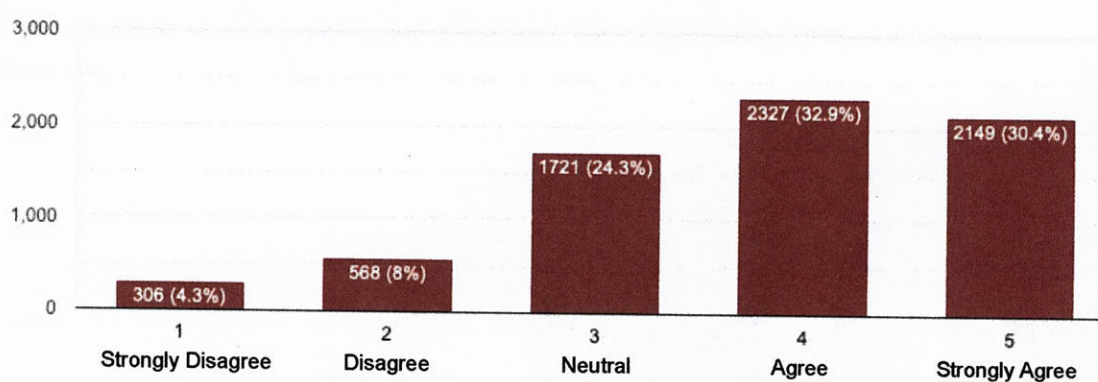
Frequency of Recurrence	Factors
835	Home visitation
645	Resume the face-to-face classes
27	Adopt-a-child program

FACTORS AFFECTING LEARNERS' ACADEMIC PERFORMANCE

From 1 (Strongly Disagree) to 5 (Strongly Agree), rate the following factors that cause learners' poor academic performance in relation to distance delivery modality.

Learners have poor academic performance because their parents/guardians have difficulty in providing instructional support.

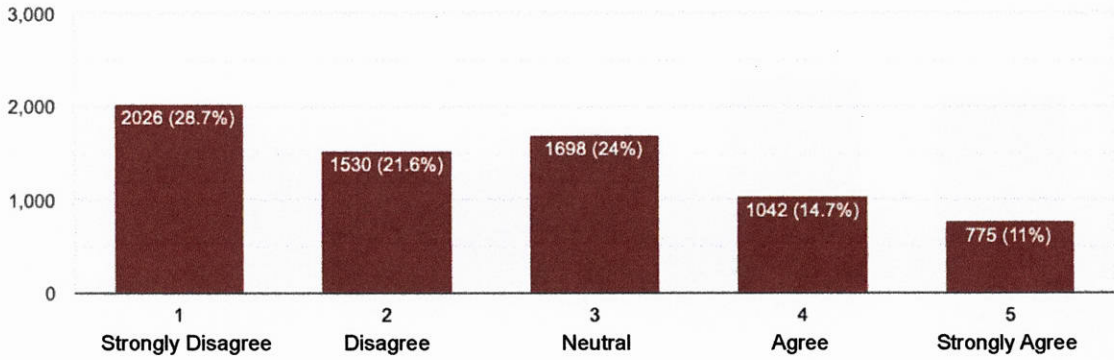
7,071 responses



Learners have poor academic performance because teachers have difficulty in providing instructional support due to the absence of cellular and internet signal.

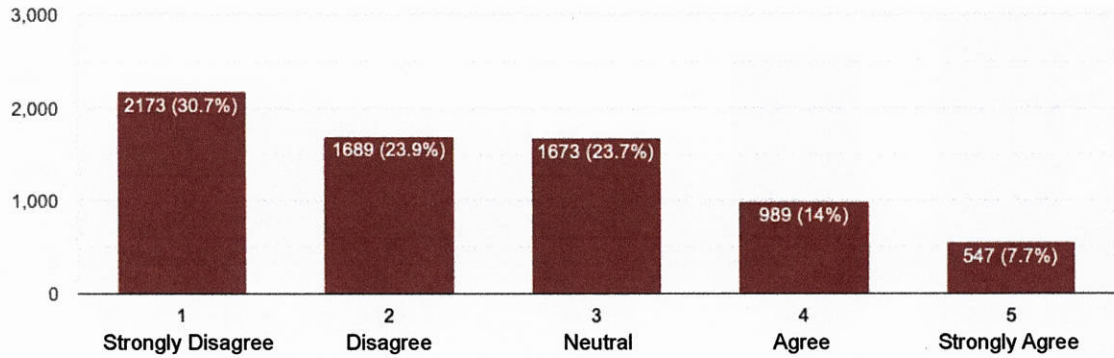


7,071 responses



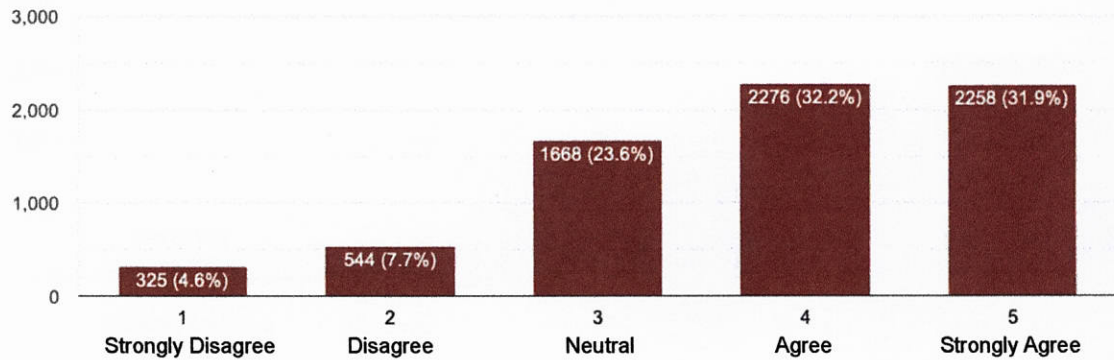
Learners have poor academic performance because teachers have difficulty in providing home-bound instructional support due to distance.

7,071 responses



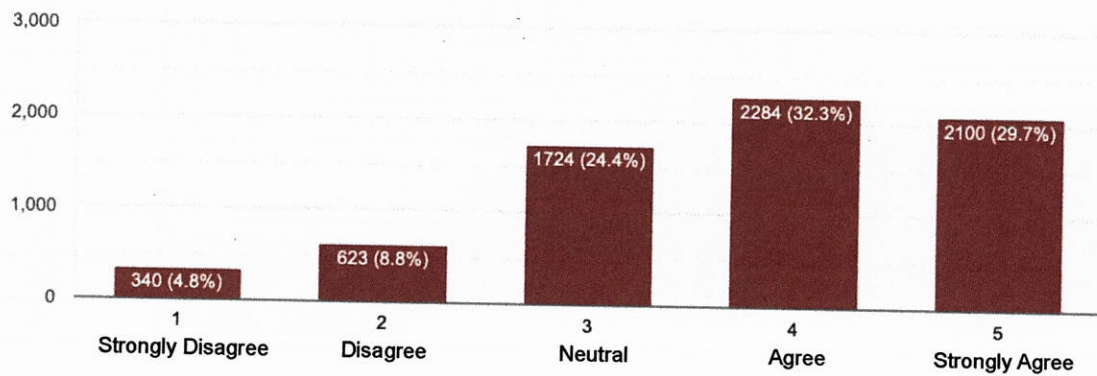
Learners have poor academic performance because they are distracted to learn at home.

7,071 responses



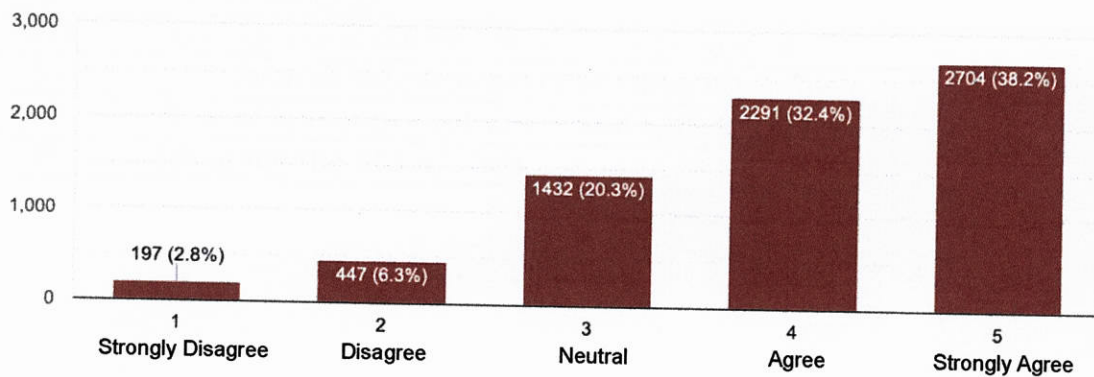
Learners have poor academic performance because they are helping their parents in their daily job.

7,071 responses



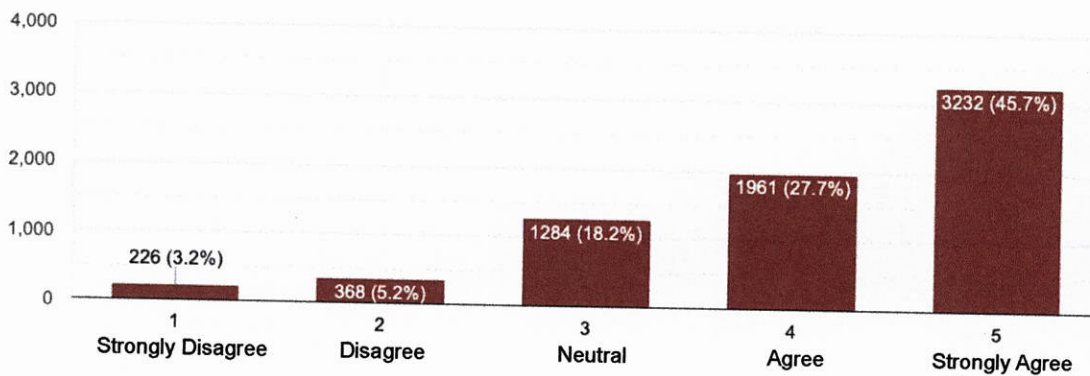
Learners have poor academic performance because they have poor reading comprehension required by self-directed learning.

7,071 responses



Learners have poor academic performance because they directly seek for the attached answer key without understanding the SLM's/LAS's content and activities.

7,071 responses



Other factors that cause learners' poor academic performance

Frequency of Recurrence	Factors
565	Poor reading comprehension
337	Lack of interest in answering the SLMs/LASs
278	Learners are distracted with online games
116	Absence of computer and internet support
102	Poor study habits
102	Lack of instructional support from parents
39	Distance from home to school
34	Poverty
20	Health problems

Proposed intervention programs to improve learners' academic performance

Frequency of Recurrence	Factors
402	Provision of distance reading programs
246	Resumption of face-to-face classes
121	Home visitation
101	Conduct of distance remediation programs
54	Provision of supplementary learning materials
10	Use of interactive softwares and LMS in teaching
8	Simplify the SLMs/LASs