

Project EAGLE: Comparative Analysis on Its Impact in Improving Academic Success of Recipient Vis-À-Vis Non-Recipient Learners

¹Paulino P. Tado, ²Mike M. Leopardas, ³Rodelyn Y. Cuamag, ⁴Liezle D. Ababat, ⁵Elaine D. Sta. Ana, ⁶Romel S. Villarubia, & ⁷Ramonita F. Vilorio

¹Tagum National Trade School, Department of Education-Tagum City, Region XI, Philippines; paulino.tado@deped.gov.ph

²Magugpo Pilot Central Elementary School, Department of Education-Tagum City, Region XI, Philippines; mike.leopardas@deped.gov.ph

³Tagum City National High School, Department of Education-Tagum City, Region XI, Philippines; rodelyn.cuamag@deped.gov.ph

⁴Laureta National High School, Department of Education-Tagum City, Region XI, Philippines; liezle.ababat@deped.gov.ph

⁵Pandapan Integrated School, Department of Education-Tagum City, Region XI, Philippines; elaine.staana@deped.gov.ph

⁶Tagum City National High School, Department of Education-Tagum City, Region XI, Philippines; romel.villarubia001@deped.gov.ph

⁷Tagum City National High School, Department of Education-Tagum City, Region XI, Philippines; ramonita.viloria@deped.gov.ph

ABSTRACT

Enhancing the academic success of learners can be a challenging task for teachers and it is in this context that Project E.A.G.L.E. utilizing looping strategy was implemented. This study determined the impact of project E.A.G.L.E. in improving the academic success of recipient vis-à-vis non-recipient learners in two implementing schools in Tagum City Division. A quantitative research design was employed using a causal-comparative approach utilizing secondary data: the pre-assessment of kindergarteners' learning domains development and the grades of learners in grades one and two. Data were analyzed using mean, ANOVA, and T-test and results showed that the profile of the Project E.A.G.L.E. recipient and non-recipient learners for two schools indicated an average overall development in the domain. Further, the level of grade one E.A.G.L.E. and non-E.A.G.L.E. recipient learners for school A were high and average respectively, but high for both E.A.G.L.E. and non-E.A.G.L.E. learners in grade two. For school B, E.A.G.L.E. and non-E.A.G.L.E. learners' level of academic success was average. There was no significant difference between recipient and non-recipient kindergarteners' post learning domains development assessment for both schools. There was no significant difference between grades one and two learners' academic success for the two schools. However, there was an overall significant difference between the grades one and two recipient and non-recipient learners' academic success for both schools. It is recommended that Project E.A.G.L.E. using looping strategy must be intensified by reviewing the mechanisms to further improve its implementation and academic success of the learners.

Keywords: project EAGLE, academic success, recipient and non-recipient learners, causal-comparative approach

INTRODUCTION

Globally, as reported by Ruiz-Esteban et al. (2020), if gross motor learning is not mastered, children may face lifetime challenges gaining subsequent motor skills. In South Korea, relatively less attention has been given to identifying the

language variables (expressive and receptive) that explain phonological awareness (Kim, Park, & Lust, 2018). Meanwhile, in Thailand, despite the initiatives and efforts, indicators suggest that early English language and literacy skills are not improving at a sufficient rate. Breeman et al. (2015) also noted that unfavorable peer contact influences

children's mental, social, and behavioral skills.

In Manila, Philippines, the Philippine Educational Study (2016) highlighted the factors that weaken the standard of reading skills. The readiness gap exists right at school entry and poor development in social and emotional skills contributes to this gap. Parallel to that, exposure to problems outside school affects the formative and crucial years of learning. In Tagum City Division, the reported post-test results of the Philippine Informal Reading Inventory (PHIL-IRI) for the school year 2015-2016 showed that for English, 27% of the learners belonged to the frustration level while 3.57% were non-readers. For Filipino, 21.28% fell under the frustration level while only 3.76% were non-readers. On the numeracy achievement of learners, a similar observation was noted.

Consequently, the early language, literacy, and numeracy situation in local elementary classrooms in Tagum City Division lead to interesting questions about the ways the school implements Project E.A.G.L.E. (Elimination of Academic Gaps of Learners in the Elementary) and how teachers teach early graders in the locality who have difficulty achieving academically. This study covered three consecutive years from kindergarten to grade two levels to determine the impact of looping instructional design in students' reading, writing, and numeracy skills.

The main thrust of this causal-comparative study was to find out the impact of Project EAGLE in improving the academic success of recipient vis-à-vis non-recipient elementary learners in two recipient schools in Tagum City. Findings will be used to improve project implementation which will greatly influence the increase of academic success.

METHODOLOGY

Research Design

This quantitative study employed a causal-comparative research design. The independent variable in this study was the exposure to the preexisting Project E.A.G.L.E. The treatment group was the

recipient learners, and the control group was the non-recipient learners.

Research Participants

Project E.A.G.L.E. was conducted in two schools in Tagum City Division. The EAGLE recipient learners were randomly selected based on the kindergarten enrollees. There were no predetermined criteria or prerequisites for a learner to qualify.

Data Gathering Methods

Following the IATF guidelines, the following steps were taken to collect data: obtained authorization to conduct the study; gathered secondary data of learners; conducted data analysis and interpretation and ensured data privacy. Secondary data were grades of the recipient and non-recipient kindergarten, grades one and two learners. The learners' learning domain development was determined using the parameter scale limit below.

Table 1

Scaling of Kindergarten Learners in Terms of their Learning Domains' Development

Scaled Score	Interpretation
1.0 - 3.9	Development in the domain must be monitored after 3 months.
4.0 - 6.9	Development in the domain must be monitored after 6 months.
7.9 – 13.9	Average overall development in the domain
14.0 – 16.9	Suggest slightly advanced development in the domain.
17.0 – 19.9	Suggest highly advanced development in the domain

To determine the level of academic success of Grades one and two learners, ranges of scales with interpretations were used.

Table 2

Scaling of Grades One and Two Academic Success

Grading Scale	Level	Interpretation
90.0 – 100.00	Very High	This signifies Outstanding academic success of recipient and non-recipient learners.
85.0 - 89.9	High	This signifies Very Satisfactory academic success of recipient and non-recipient learners.
80.0 - 84.9	Average	This signifies Satisfactory academic success of recipient and non-recipient learners.
75.0 - 79.9	Below Average	This signifies Fairly Satisfactory academic success of recipient and non-recipient learners.
Below 75.00	Poor	This signifies Failing academic success of recipient and non-recipient learners.

Data Analysis

In this study, mean and T-Test were used to get the profile of the kindergarten learners in terms of learning domain development. Analysis of Variance (ANOVA) was used to determine the

improvements observed on both groups' academic success.

Ethical Consideration

This study adhered to ethical consideration as cited in the Belmont Report (1979) where respect for persons, beneficence, and justice were identified as well as the strict compliance with the Data Privacy Act of 2012 (RA 10173).

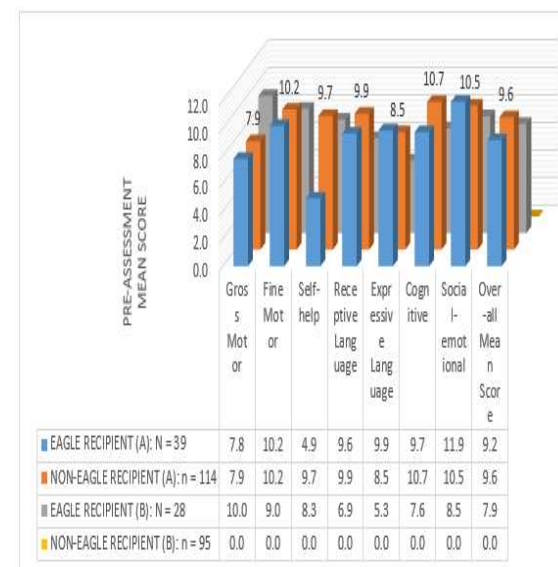
RESULTS

Profile of the recipient and non-recipient kindergarten learners in terms of their learning development domains

Figure 1 shows the profile of recipient and non-recipient learners in terms of their learning domains' development in the pre-assessment both in school A and B. For recipient learners, school A has higher overall mean than school B, which is 9.2, while the school B registered a mean of 7.9. Both schools indicate an average overall development in the domain. For non-recipient learners, school A got an overall mean of 9.6 which signifies an average overall development in the domain. Both recipient and non-recipient learners have similar performance in terms of their learning domains' development based on their scaled score in the pre-assessment.

Figure 1

Profile of E.A.G.L.E. and Non-E.A.G.L.E. Kindergarten Learners in Terms of their Learning Domains' Development Pre-Assessment



Improvements observed on the recipient and non-recipient learners' academic success after every quarter and cycle

In table 3, the overall quarter means the level of improvement of grade one E.A.G.L.E. learners is 85.9 which is described as High. This means that the academic success of E.A.G.L.E. the recipients is very satisfactory. The quarter mean of non-E.A.G.L.E. learners is 84.2 which has a descriptive level of Average which indicates that their academic success is satisfactory.

Presented in table 4 are the overall subject mean of the seven subject areas and the overall quarter mean with the corresponding descriptive levels. The overall mean level of improvement of Grade Two E.A.G.L.E. learners is 85.8 which is described as High. The quarter mean of the non-E.A.G.L.E. learners is 84.2 which has a High descriptive level indicating that their academic success is Very Satisfactory.

Table 3
Level of Improvement of Grade One E.A.G.L.E. and Non-E.A.G.L.E. Learners' Academic Success of School A

SUBJECT	E.A.G.L.E.					NON-E.A.G.L.E.				
	Q1	Q2	Q3	Q4	Subj. Mean	Q1	Q2	Q3	Q4	Subj. Mean
Mother Tongue										
\bar{X}	84.3	84.0	85.1	84.9	85.0	83.3	83.9	85.0	85.2	84.4
SD	3.87	3.98	4.17	4.10	4.02	4.65	5.05	5.10	4.95	4.94
DL	A	A	H	H	H	A	A	H	H	H
Filipino										
\bar{X}		83.1	84.2	86.4	84.6		82.8	83.6	84.0	83.5
SD		3.50	3.93	3.29	3.57		4.35	4.44	4.67	4.49
DL		A	A	H	H		A	A	A	A
English										
\bar{X}			84.9	87.1	86.0			83.0	83.6	83.3
SD			4.06	3.87	3.98			4.45	4.77	4.61
DL			H	H	H			A	A	A
Math										
\bar{X}	82.2	83.2	84.1	85.9	83.9	82.2	83.0	83.8	84.1	83.3
SD	4.19	4.32	4.65	4.32	4.37	4.82	4.91	5.07	5.14	4.99
DL	A	A	A	H	A	A	A	A	A	A
Araling Panlipunan										
\bar{X}	85.3	85.4	86.6	89.7	86.8	83.1	84.0	84.9	85.3	84.4
SD	2.91	2.90	2.91	2.54	2.82	4.64	4.58	4.49	4.81	4.64
DL	H	H	H	VH	H	A	A	H	H	A
MAPEH										
\bar{X}	86.0	86.3	87.2	89.6	87.3	84.3	85.0	85.8	86.2	85.3
SD	2.23	1.95	2.02	1.67	1.97	4.40	4.51	4.35	4.58	4.46
DL	H	H	H	VH	H	A	H	H	H	H
Eduk sa Pagpakatao										
\bar{X}	86.2	87.1	88.4	90.1	88.0	83.9	85.0	85.4	85.9	85.1
SD	2.07	1.89	2.24	1.77	2.00	4.30	4.22	4.43	4.54	4.38
DL	H	H	H	VH	H	A	H	H	H	H
Qtr. Mean	84.8	84.9	85.8	87.9	85.9	83.4	83.9	84.5	84.9	84.2
SD	3.05	3.08	3.43	3.08	3.16	4.57	4.61	4.62	4.78	4.65
DL	H	H	H	H	H	A	A	H	H	A

Table 4
Level of Improvement of Grade Two E.A.G.L.E. and Non-E.A.G.L.E. Learners' Academic Success of School A

SUBJECT	E.A.G.L.E.					NON-E.A.G.L.E.				
	Q1	Q2	Q3	Q4	Subj. Mean	Q1	Q2	Q3	Q4	Subj. Mean
Mother Tongue										
\bar{X}	85.0	85.2	86.0	86.8	85.8	83.8	84.4	85.4	85.8	84.9
SD	4.08	3.97	3.77	3.78	3.90	5.19	4.99	5.30	5.52	5.25
DL	H	H	H	H	H	A	A	H	H	H
Filipino										
\bar{X}	84.1	84.3	84.4	84.7	84.4	83.7	84.7	85.0	85.5	84.8
SD	4.38	4.15	4.17	4.01	4.18	5.33	4.96	5.07	5.17	5.13
DL	A	A	A	H	A	A	A	H	H	H
English										
\bar{X}	85.0	84.5	84.5	85.0	84.8	83.5	83.5	84.5	84.6	83.9
SD	3.73	4.03	4.07	4.00	3.96	5.00	5.01	4.81	5.24	5.01
DL	H	H	H	H	H	A	A	H	H	A
Math										
\bar{X}	83.9	83.5	83.6	84.1	83.8	83.3	83.9	84.3	84.9	84.2
SD	4.04	4.47	4.28	4.23	4.27	5.22	4.98	4.90	5.07	5.04
DL	A	A	A	A	A	A	A	A	H	A
Araling Panlipunan										
\bar{X}	85.4	86.1	85.6	86.7	86.0	84.2	85.1	85.4	86.2	85.2
SD	2.91	2.93	3.03	3.03	2.99	4.44	4.23	4.19	4.71	4.39
DL	H	H	H	H	H	A	H	H	H	H
MAPEH										
\bar{X}	86.2	86.9	86.3	87.1	86.7	85.0	86.1	86.3	86.8	86.1
SD	2.52	2.51	2.37	2.43	2.46	4.24	4.08	4.08	4.08	4.11
DL	H	H	H	H	H	H	H	H	H	H
Eduk sa Pagpakatao										
\bar{X}	88.6	89.3	89.4	90.4	89.4	85.4	86.7	87.3	87.7	86.8
SD	2.12	2.26	2.44	2.50	2.33	4.49	4.42	4.54	4.57	4.51
DL	H	H	H	VH	H	H	H	H	H	H
Qtr. Mean	85.5	85.7	85.7	86.5	85.8	84.1	84.9	85.5	85.9	85.1
SD	3.40	3.48	3.45	3.43	3.44	4.85	4.67	4.70	4.90	4.78
DL	H	H	H	H	H	A	H	H	H	H

In table 5, data revealed that the E.A.G.L.E. recipients obtained a quarterly mean score of 82.8 with an Average descriptive level while the non-E.A.G.L.E. recipients have a quarterly mean score of 82.2 which is described as Average. This indicates that both E.A.G.L.E. and Non-E.A.G.L.E. recipients' academic success is Satisfactory.

Table 5

*Level of Improvement of Grade One
E.A.G.L.E. and Non-E.A.G.L.E. Learners'
Academic Success of School B*

SUBJECT	E.A.G.L.E.					Non-E.A.G.L.E.				
	Q1	Q2	Q3	Q4	Subj. Mean	Q1	Q2	Q3	Q4	Subj. Mean
Mother Tongue										
\bar{X}	80.0	81.1	83.0	84.5	82.2	81.6	80.9	82.6	82.7	81.9
SD	5.29	5.05	4.74	4.28	4.84	4.53	4.89	5.62	5.62	5.25
DL	A	A	A	A	A	A	A	A	A	A
Filipino										
\bar{X}		78.8	82.2	83.9	81.7		80.7	81.0	81.4	81.1
SD		4.64	5.05	4.89	4.79		4.99	4.85	5.42	5.02
DL		F	A	A	A		A	A	A	A
English										
\bar{X}			80.5	81.7	81.2			80.9	80.9	80.9
SD			4.04	4.20	4.12			4.85	5.28	4.97
DL			A	A	A			A	A	A
Math										
\bar{X}	79.2	79.2	81.9	83.6	81.0	80.9	81.0	81.6	82.2	81.4
SD	4.69	4.75	4.80	4.00	4.51	4.42	5.34	5.27	5.72	5.2
DL	F	F	A	A	A	A	A	A	A	A
Araling Panlipunan										
\bar{X}	80.8	82.5	84.8	86.0	83.6	81.1	81.6	82.4	82.8	82.0
SD	4.28	4.18	4.21	3.82	4.12	4.06	4.88	5.20	5.89	4.90
DL	A	A	H	H	A	A	A	A	A	A
MAPEH										
\bar{X}	83.1	84.4	87.0	87.8	85.6	83.1	83.5	84.0	84.4	83.8
SD	2.97	3.30	3.13	2.95	3.09	3.82	4.52	4.85	5.49	4.62
DL	A	A	H	H	H	A	A	A	A	A
Eduk sa Pagpakatao										
\bar{X}	83.2	83.2	85.0	85.8	84.1	82.4	83.0	83.5	83.8	83.2
SD	4.23	4.23	3.92	3.59	3.97	4.10	4.83	4.96	5.51	4.85
DL	A	A	H	H	A	A	A	A	A	A
Qtr. Mean	81.1	81.6	83.5	84.8	82.8	81.9	81.8	82.3	82.6	82.2
SD	4.57	4.36	4.54	3.94	4.20	4.14	4.87	5.03	5.59	4.91
DL	A	A	A	H	A	A	A	A	A	A

In table 6 is the level of improvement of Grade Two E.A.G.L.E. and Non-E.A.G.L.E. learners' Academic Success of School B. Both E.A.G.L.E. and Non-E.A.G.L.E. learners had an average descriptive level of competence as evident in the average, which is 82.8 and 82.2, respectively.

In Table 7, the mean score in the post learning domains development assessment for recipient learners is slightly higher than that of non-recipient learners. The standard deviation of recipient learners

is also slightly smaller than that of non-recipient learners.

Table 6

*Level of Improvement of Grade Two
E.A.G.L.E. and Non-E.A.G.L.E. Learners'
Academic Success of School B*

SUBJECT	E.A.G.L.E.					Non-E.A.G.L.E.				
	Q1	Q2	Q3	Q4	Subj. Mean	Q1	Q2	Q3	Q4	Subj. Mean
Mother Tongue										
\bar{X}	80.7	82.7	83.8	84.2	82.9	81.7	82.5	83.3	83.2	82.7
SD	4.87	4.62	4.68	4.49	4.66	4.52	4.74	5.11	5.25	4.91
DL	A	A	A	A	A	A	A	A	A	A
Filipino										
\bar{X}	80.2	81.7	83.2	83.8	82.3	81.2	82.2	82.5	82.8	82.2
SD	5.23	4.96	4.57	4.54	4.82	4.41	4.85	4.89	5.18	4.83
DL	A	A	A	A	A	A	A	A	A	A
English										
\bar{X}	83.3	84.2	85.0	85.6	84.6	81.1	81.8	82.1	82.0	81.8
SD	4.08	4.13	4.04	3.92	4.04	4.22	4.32	4.46	5.06	4.52
DL	A	A	H	H	H	A	A	A	A	A
Math										
\bar{X}	81.5	82.8	84.0	84.7	83.3	81.1	81.0	81.9	81.7	81.5
SD	5.22	4.92	5.15	4.87	5.04	4.59	4.40	4.72	4.84	4.64
DL	A	A	A	A	A	A	A	A	A	A
Araling Panlipunan										
\bar{X}	83.8	84.8	85.6	86.2	85.5	81.3	82.0	82.6	82.6	82.2
SD	4.61	4.74	4.31	4.39	4.43	4.39	4.41	4.74	4.96	4.63
DL	A	H	H	H	H	A	A	A	A	A
MAPEH										
\bar{X}	84.3	86.0	86.7	87.5	86.2	82.6	84.0	84.4	84.9	84.0
SD	3.33	3.26	3.17	3.00	3.19	3.99	4.10	4.38	4.55	4.25
DL	A	H	H	H	H	A	A	A	H	A
Eduk sa Pagpakatao										
\bar{X}	83.5	84.9	85.2	86.1	84.9	82.8	84.5	85.0	84.8	84.4
SD	4.89	4.77	4.54	4.52	4.68	4.20	4.82	4.74	4.71	4.62
DL	A	H	H	H	H	A	H	H	H	A
Qtr. Mean	82.5	83.9	84.8	85.5	84.2	81.7	82.6	83.1	83.2	82.7
SD	4.60	4.49	4.35	4.25	4.42	4.33	4.52	4.72	4.94	4.63
DL	A	A	H	H	A	A	A	A	A	A

Table 7

*Significance on the Difference Between
E.A.G.L.E. and Non-E.A.G.L.E.
Kindergarten Learners' Post Learning
Domains Development Assessment of
School A*

Group	\bar{X}	SD	t-value	p-value	Decision
E.A.G.L.E.	100.46	7.23			
Non-E.A.G.L.E.	99.22	8.44	0.886	0.378	Ho is NOT Rejected

In Table 8, the mean score and standard deviation in the post learning domains development assessment for recipient learners is slightly lower than that of non-recipient learners. However, the t-test results show that there was no statistically significant difference between the post learning domains development assessment mean scores of the recipient and non-recipient learners of the school, greater than $p > .05$, thus null hypothesis was accepted.

Table 8

Significance on the Difference Between E.A.G.L.E. and Non-E.A.G.L.E. Kindergarten Learners' Post Learning Domains Development Assessment of School B

Group	\bar{X}	SD	t-value	p-value	Decision
E.A.G.L.E.	97.11	12.46	1.610	0.091	Ho is NOT Rejected
Non-E.A.G.L.E.	101.87	14.12			

Significant difference on the recipient and non-recipient learners' academic success

Table 9 shows the kindergarten learners' post-learning domains development assessment where E.A.G.L.E. recipients gained a mean score of 96.06 with a standard deviation of 9.82. On the other hand, the non-E.A.G.L.E. recipients showed a mean score of 100.43 with a standard deviation of 11.43. The computed t-value was 0.880 with a p-value of 0.380 that was higher than 0.05 ($p > 0.05$), the null hypothesis is not rejected. Thus, there was no statistically significant difference between the kindergarten recipients' and non-recipient learners' academic success in both schools.

Table 9

Significance of the Difference Between E.A.G.L.E. and Non-E.A.G.L.E. Kindergarten Learners' Post Learning Domains Development Assessment

Group	\bar{X}	SD	t-value	p-value	Decision
E.A.G.L.E.	99.06	9.82	0.880	0.380	Ho is NOT Rejected
Non-E.A.G.L.E.	100.43	11.43			

Table 10 shows grade one E.A.G.L.E. and non-E.A.G.L.E. learners' academic success of School A where E.A.G.L.E. recipients gained a mean score of 85.98 with a standard deviation of 3.16. On the other hand, the non-E.A.G.L.E. recipients showed a mean score of 84.29 with a standard deviation of 4.65. The mean difference was tested, and the computed t-value was 2.675 with a p-value of 0.009. that was lower than 0.05 level of significance, the null hypothesis was rejected. This implies that there is a statistically significant difference between the grade one E.A.G.L.E. recipient and non-E.A.G.L.E. recipient learners' academic success of school A.

Table 10

Significance on the Difference Between Grade One E.A.G.L.E. and Non-E.A.G.L.E. Learners' Academic Success of School A

Group	\bar{X}	SD	t-value	p-value	Decision
E.A.G.L.E.	85.98	3.16	2.675	0.009	Ho is Rejected
Non-E.A.G.L.E.	84.29	4.65			

Table 11 showed that the mean scores of Grade 2 E.A.G.L.E. recipients in School A is 85.85 while its non-E.A.G.L.E.

recipients have a mean score of 85.13 with the standard deviation of 3.44 and 4.78, respectively. With the p-value of 0.293, which is greater than the significant level of 0.05, the null hypothesis was not rejected thus there is no significant difference between grade two E.A.G.L.E. and non-E.A.G.L.E. recipients' academic success of School A.

Table 11
Significance on the Difference Between Grade Two E.A.G.L.E. and Non-E.A.G.L.E. Learners' Academic Success of School A

Group	\bar{X}	SD	t- value	p- value	Decision
E.A.G.L.E.	85.85	3.44	1.057	0.293	Ho is NOT Rejected
Non-E.A.G.L.E.	85.13	4.78			

Table 12 shows that the mean scores of Grade One E.A.G.L.E. and Non-E.A.G.L.E. recipients are 85.92 and 84.74, respectively. While the standard deviation for the two groups is 3.15 and 4.06, respectively. Specifically, it is 3.15 and 4.06 standard units farther from the mean scores of E.A.G.L.E. and non-E.A.G.L.E. recipients, respectively. With the p-value of 0.066 which is greater than the significant level of 0.05, thus there is no significance on the difference between grade one E.A.G.L.E. and Non-E.A.G.L.E. recipients' Academic Success of School B.

Table 12
Summary on Significance of the Difference Between E.A.G.L.E. and Non-E.A.G.L.E. Learners' Academic Success of School A

Group	\bar{X}	SD	t- value	p- value	Decision
E.A.G.L.E.	85.92	3.15	1.863	0.066	Ho is NOT Rejected
Non-E.A.G.L.E.	84.74	4.06			

Table 13 shows that the mean scores of Grade 2 E.A.G.L.E. and Non-E.A.G.L.E. recipients of School B are 82.93 and 82.2, respectively. The p-value, which is 0.444, greater than the significant level of 0.05, suggests that the null hypothesis is not rejected thus there is no significance on the difference between grade two E.A.G.L.E. and Non-E.A.G.L.E. recipients' academic success of School B.

Table 13
Significance on the Difference Between Grade One E.A.G.L.E. and Non-E.A.G.L.E. Learners' Academic Success of School B

Group	\bar{X}	SD	t- value	p- value	Decision
E.A.G.L.E.	82.93	3.94	0.769	0.444	Ho is NOT Rejected
Non-E.A.G.L.E.	82.21	4.52			

In Table 14, E.A.G.L.E. recipient learners' academic success mean score is 84.19 while non-E.A.G.L.E. recipient learners mean score is 82.66. With the p-value of 0.100, higher than 0.05 level of significance, thus, the null hypothesis was not rejected. This means that there is no significant difference between the academic success of grade two E.A.G.L.E. and non-E.A.G.L.E. recipient learners of school B. This implies that the program E.A.G.L.E. is not significantly effective in improving grade two learners' academic success as implemented in school B.

Table 14
Significance on the Difference Between Grade Two E.A.G.L.E. and Non-E.A.G.L.E. Learners' Academic Success' of School B

Group	\bar{X}	SD	t- value	p- value	Decision
E.A.G.L.E.	84.195	4.19	1.657	0.100	Ho is NOT Rejected
Non-E.A.G.L.E.	82.66	4.32			

In Table 15, E.A.G.L.E. and Non-E.A.G.L.E. learners' academic success mean scores are 83.59 and 82.45 with the variability indices of 3.98 and 4.06 standard deviations. With a computed t-value of 1.321 and a p-value of 0.189, higher than 0.05 level of significance, thus the null hypothesis is not rejected. Therefore, there was no significant difference in the level of academic success of E.A.G.L.E. and non-E.A.G.L.E. recipient learners of school B implying that the program E.A.G.L.E. as implemented in school B failed to significantly improve the academic success of learners.

Table 15
Significance of the Difference Between E.A.G.L.E. and Non-E.A.G.L.E. Learners' Academic Success of School B

Group	\bar{X}	SD	t-Value	p-value	Decision
E.A.G.L.E.	83.59	3.98	1.321	0.189	Ho is NOT Rejected
Non-E.A.G.L.E.	82.45	4.06			

Lastly, table 16 showed that the mean scores of E.A.G.L.E. and non-E.A.G.L.E. recipient learners are 84.95 and 83.70 respectively with 3.68 and 4.21 standard deviations. With computed p-value of 0.030, lower than 0.05 level of significance, thus the null hypothesis was rejected in favor of the research hypothesis which claims that there is a significant difference on the academic success of the recipient and non-recipient learners in terms of grade. This implies that overall, the program E.A.G.L.E. is effective in improving learners' academic success as implemented in the two schools in the Division of Tagum City.

Table 16
Overall Significance on the Difference Between E.A.G.L.E. and Non-E.A.G.L.E. Recipient Learners' Academic Success

Group	\bar{X}	SD	t-Value	p-value	Decision
E.A.G.L.E.	84.95	3.68	2.177	0.030	Ho is Rejected
Non-E.A.G.L.E.	83.70	4.21			

DISCUSSION

The discussions and conclusions are presented in this section.

Profile of the Recipient and Non-recipient Kindergarten Learners in Terms of Learning Domains Development

In terms of their learning domains' development, both recipient and non-recipient learners have similar performance based on their scaled score in the pre-assessment. Similarly, the findings of Minardi (2020), which examined the efficacy of a collaborative support team approach to establishing a whole child's developmental foundation, identified preventive strategies for addressing gaps across all developmental domains (e.g., gross, and fine motor, receptive and expressive language, and others), and report on the significance of these gaps.

Improvements on the Recipient and Non-recipient Learners' Academic Success After Every Quarter and Cycle

A slight variation between the EAGLE and non- EAGLE recipient learners' academic success for schools A and B, but not statistically significant, was implying that learners' academic success for both groups is comparable to each other. This signifies that Project E.A.G.L.E. failed to address the gaps.

This finding matched those of Findley (2018), who found that assigning children to a classroom that used looping

had no statistically significant influence on overall student success or closing the achievement gap.

Conclusion

The profile of the Project E.A.G.L.E. recipient and non-recipient learners both in school A and B indicate an average overall development in the domain.

There is no significant difference between Project E.A.G.L.E. recipient and non-recipient kindergarten learners' post-learning domains development assessment for both schools. However, there is an overall significant difference between the grades one and two Project E.A.G.L.E. recipient and non-recipient learners' academic success for both schools.

Recommendations

The researchers formulated the following recommendations for consideration: (1) using of looping strategy must be intensified by reviewing the mechanisms to further improve its implementation and to establish a closer connection between the school and parents to enhance collaboration and strengthen relationships; (2) there must be standardized instruments across grade levels for pre and post-assessment; (3) assessment data in every competency must be included as they evaluate learners' performance; (4) teachers must keep or provide a repository of learners' data to ensure a complete and more reliable results; (5) conduct of quarterly monitoring and evaluation of learners' academic success; (6) provide sufficient resources and guidance to teachers and commit to it for a substantial amount of time; and (7) a case study may be conducted that to investigate and describe teachers, parents, and other stakeholders' situations on the key issues of looping strategy and analyze a deeper understanding of the case involved to substantiate the findings of this study.

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