

## **Increasing Students Output Turn - Out Using the PEG (Peer Group) Intervention Program**

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### **Abstract:**

The study was designed to assess the impact of PEG (PEer Group) Intervention Program on the frequency of the turn-out of learners' outputs in this new normal. The study used a total of 46 learners from section Silver of the current grade 12 learners in SY 2020-2021. Moreover, the study was delimited to the frequency of learners output per week of Infanta National High School SHS under the subject Introduction to the Philosophy of the Human Person during the first semester. A descriptive quantitative method specifically, the experimental method was utilized in this study.

Results disclosed that the learners' output turn-out for Quarter 1 week 1-6 revealed that learners failed to pass their outputs on time. On the other hand, the learners' output turn-out for Quarter 2 showed that after the PEG Intervention Program there was an increase of their outputs.

From the findings of the study, the researcher recommended other schools in REINA district to adapt the PEG Program as a way in monitoring the learners. Future activities for PEG Leaders that would keep them motivated. Likewise, the researcher would like to tap the barangay officials to allocate funds for internets in their areas. Moreover, researchers are also encouraged to conduct research related to PEER Groups in terms of psychological well-being.

### **ARTICLE INFO**

#### *Article history:*

Received 29 Sep 2021

Received in revised form

30 Oct 2021

Accepted 10 Nov

**Available online 11 Oct 2021**

**Keywords:** Peers, Motivation

Through this, the learners despite the mode of modular distance learning they will still feel a sense of connectedness with their peers that could greatly help the learners in adjusting in this new normal situation

## I. INTRODUCTION

The COVID -19 pandemic not only caused a global health disaster, but it also had terrible social, economic, psychological, and educational ramifications. Education was no different. The country's lockdown had had a profound impact on students' educational states, requiring significant modifications because of this learning shift.

According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the epidemic has disrupted the study of over one billion students in 129 countries throughout the world, and many colleges have shifted to emergency remote teaching (ERT) via online platforms. Furthermore, the crisis exposed flaws in educational systems, such as access to the internet and other resources required for this new normal.

To meet the educational difficulties caused by the pandemic, the Department of Education (DepEd) adopted distance learning. However, the education sector's decision has earned with criticism from parents and students, who see it as a deviation from the usual face-to-face interaction. This put the Department of Education in a difficult position, but experts realized that education must continue. They devised strategies and worked double shifts to meet the demands of the nation.

When there is a direct or live interaction between the learner and the teacher, this is referred to as face-to-face education. Distance learning, on the other hand, refers to studying in a virtual classroom or learning using various platforms such as e-mail, the internet, or books. There are three types of distance learning: online distance learning (ODL), modular distance learning (MDL), and TV/Radio-Based Instruction (Quinones, 2020).

Online Distance Learning (ODL) is a style of instruction in which teachers and students use various internet-accessible technology. Attending virtual classes, unlike traditional modes of learning, necessitates participants having a stable internet connection. It is also more participatory because it is a live synchronous lesson with the teacher and learners geographically apart. SLMs converted to video lessons for TV-Based Instruction and SLMs converted to radio script for Radio-Based Instruction, on the other hand, are used in TV/Radio-Based Instruction. Modular Distance Learning (MDL) also includes self-learning modules (SLMs) in print or digital format/electronic copy. Teachers are responsible for monitoring their pupils' progress and, if possible, making home visits to those who require support. Students may request assistance from their teachers using any chat channel. In addition, blended learning is a style of learning delivery that combines any of the three modalities. This kind of instruction will help to reduce face-to-face learning while also ensuring the safety of both teachers and students.

The new normal approach of teaching and learning is based on the capacity of the learners to engage in different learning modality. The most common type of Distance Learning is modular learning. This learning modality is currently used by all public schools in the Philippines because, according to a survey conducted by the Department of Education (DepEd), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children enrolled this

academic year (Bernardo (2020)). This also considers learners in rural regions where the internet is not available for online learning. Since most of the learners cannot meet the required need of the online learning, the schools generally adopted the modular approach. The students who is the center of the educational system, would have to study in the comfort of their homes with only the module and their parents to help them.

With the learning modality, teachers will have to make accommodations to reach out to their students. The use of Facebook and messenger is the most convenient and extensively used way of communication in the Philippines. Teachers established Group Chats for all their students to maintain an open channel of communication for feedback and clarifications. With an average population of 250 students, a teacher will have to communicate with them. And handling these GCs is not an easy work for a teacher who will have to do more than just read students' inquiries, such as checking outputs, preparing the LAS and Module, sorting, and so on.

Recognizing that teachers cannot complete all of the monitoring at the same time, an intervention program was launched to ensure that the learners are observed. A group of peer leaders was formed and tasked with keeping their members engaged and completing their tasks on time. Peer group leaders are responsible with extensive monitoring of individual students in their groups. As a result, teachers find it simple to monitor pupils' performance based on reports from leaders.

The outputs of the learners during the end of the first quarter was noticeably decreasing. The said outputs were monitored every week by using a color coded grades to determine who passed the outputs on time and who did not. To further prevent the decrease the learner's turn-outs an intervention was deemed relevant thus, the birth of the PEer Group Leaders was materialized. Hence, the primary goal of this research is to determine the impact of the PEG PEer Group Intervention Program on student output in comparison to the previous quarter prior to the implementation of the program. Furthermore, the revealed circumstances motivated the researcher to study whether this type of intervention is appropriate and beneficial to both students and teachers. Because Infanta National High School (INHS) is one of the largest schools in the Division of Quezon, with thousands of students and hundreds of teachers, this study is regarded timely and vital to do, to assist teachers and students in finding methods and means to advance academically in this new normal.

## A. Research Questions

This study aimed to determine the impact of PEG PEer Group Intervention Program on the frequency of the turn-out of learners' outputs in this new normal.

Specifically, it sought answers to the following questions:

1. What is the frequency of the turn-out of learners' outputs under the control group in each week during the first quarter?
2. What is the frequency of the turn-out of learners' outputs under the experimental group in each week during the second quarter?
3. Is there a significant difference between the frequencies of the turn-out' of learners outputs before after the intervention program was given?

## B. Hypothesis

There is no significant difference between the frequencies of the turn-out' of learners outputs and after the intervention program was given.

This part presents the review of the literature and studies which are significantly related to the present study. These serves as the foundation of the present study.

**Education in the New Normal.** Within the context of the new normal, the circumstance poses a one-of-a-kind challenge to every educational leader's decision-making process. As a result, in order to maintain the delivery of quality education in every school, this article discusses chances for reacting to challenges, problems, and trends that have arisen and will develop in the future as a result of the COVID-19 pandemic. The author is particularly interested in present and future trends in new normal education. According to Karalis (2020), what is worth studying after returning to normalcy are the implications for the day after, that is, what adjustments need to be made, the scope of the situation, and defining the basic dimensions of education and learning in formal education systems and organizations amid educational disruptions.

The Department of Education emphasized that it would not necessarily mean that teachers and learners will go to schools and learn inside the classrooms and devised various modalities to ensure that online learning a choice among all others in this new learning environment (DepEd, 2020). However, the implementation would pose such problems on students who have limited internet access, no gadgets and the poor. According to the report of Akamai (2017), the Philippines has the lowest internet connectivity in Asia. Besides, such challenges would be equity gaps, students' security and safety, quality of learning compromised and poor assessment results (Winthrop, 2020).

Moreover, Tibon (2020) reported that as the country continues to confront different issues brought about by the coronavirus disease 2019 (COVID-19) pandemic, the Department of Education (DepEd) is addressing the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020.

The BE-LCP is consistent with the mandate of Section 1, Article XIV of the 1987 Constitution for the state to protect and promote the right of all citizens to quality education at all levels, and to take appropriate steps to make such education accessible to all. Under Section 6, Chapter 1 of Republic Act No. 9155, or the Governance of Basic Education Act of 2001, DepEd is vested with the authority, accountability, and responsibility for ensuring access to, promoting equity in, and improving the quality of basic education.

Hence, the BE-LCP aims to ensure the health, safety, and well-being of the learners, teachers, and personnel in the time of COVID-19, while finding ways for education to continue amidst the crisis. In particular, the BE-LCP has been designed with a legal framework responsive to the "new normal," keeping in mind the constitutional mandate to always uphold the right of all citizens to quality education.

**Distance Learning.** Distance education has traditionally been characterized as any educational or learning method in which the guide and student are geographically apart. There is no interaction among the students. Distance education, also known as distance learning, dispersed learning, or remote education, has been around for quite some time. It entails obtaining information through techniques other than the typical approach of getting knowledge – visiting institutions. Some recent definitions

have emphasized it as a novel development involving cutting-edge technology. Computer and electronics technology have had a significant impact on modern distant learning. The teacher and learner can now communicate virtually instantly thanks to advances in technology. Computers, satellites, the internet, cable television, interactive video, and other technologies can offer study materials quickly (Distance Education in the Philippines, 2021).

The current global crisis has a significant impact on all facets of human activity. The pandemic imposes restrictions on human relationships in order to slow the spread of the lethal virus. To minimize congestion in the health sectors, the business, religious, and other sectors will have to be immobilized. Education is one of the industries that has been directly impacted. Since physical engagement has been curtailed, the Department of Education must devise ways and means to ensure that education continues by providing alternatives to face-to-face instruction. It is a difficult undertaking, but the Department of Education has vowed to thrive to keep education going even during these difficult and challenging times. Secretary Briones hoped that with the Basic Education-Learning Continuity Plan (BE-LCP), “we can leap towards attaining our ultimate goal – of making education a symbol of optimism in the midst of doubts and uncertainties” (www. deped.gov.ph).

In response to the Pandemic outbreak, Tibon (2020) argued that the learning delivery modalities that schools can use may be one or a mix of the following, based on local health circumstances, resource availability, and the specific context of the learners in the school or locality:

The first is face-to-face learning. This is a modality in which both the students and the teacher are physically present in the classroom, and there are chances for active engagement, quick feedback, and learners' socio-emotional growth. Notably, this technique is only possible in very low risk settings with no history of infection, easily monitored external connections, and teachers and students that live nearby the school.

The second type of education is distance learning. This is a learning mode in which the teacher and the learners are geographically separated from each other during instruction. There are three types of distance learning: modular distance learning, online distance learning, and television/radio-based instruction. This is most feasible for autonomous learners and learners who are supervised by their parents or guardians on a regular basis.

Blended learning is the third type. This is a method of learning delivery that combines face-to-face instruction with any, or a combination of, Modular Distance Learning, Online Distance Learning, and Television/Radio-Based Instruction. Blended learning will allow schools to minimize face-to-face learning, maintain social distance, and reduce the number of individuals outside the home at any given moment.

Homeschooling is the final sort of distance learning. This modality strives to give learners with high-quality basic education, which is led by certified parents, guardians, or tutors who have received required training in a home-based setting. This modality, however, will be the subject of a later DepEd issuance because there are still various concerns in its implementation, such as the monitoring of licensed teachers and alignments with the standard curriculum. The lack of capacity of the students to be engaged in a full online or blended learning modalities pushed them to study in the modular approach.

**Role of the Teachers in the New Normal.** The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging among others. If possible, the teacher shall do home visitations to learners needing remediation or assistance (Llego, n.d.). Home visitations during this pandemic requires certain protocols depending about a certain area. Since that the teacher's health may be put at risk during home visitation this will be the last resort to reach out for students. Teachers will have to monitor its learners with electronic communications. With a minimum of 250-300 learners per teachers it will be another challenge to monitor each student. Teachers will have to find ways and means to alleviate the work and ensure that each student were monitored.

Ebona (2020) explained that with the onset of this global epidemic, and most of the time confronting various crises in response to the request to provide quality education, we may wonder, appreciate, and realize what it means to be a teacher. Teachers were unsung heroes amid this pandemic, despite having many school documents to fill out, stress and worry, and slow internet connectivity and technology access. Others may believe that teachers are simply Master of Educational standards and classroom norms, yet teachers' positions at the heart of this pandemic are extremely valuable and beneficial.

Here are the three top roles of teachers in the new normal: First, teachers during these tough times collaborated closely with their professional learning community team members and volunteered to combat the spread of the virus, which was primarily responsible for the shift in the present educational course. Instead of thinking about teacher-led discussions with lengthy lectures, which were no longer available at the time, online learning, self-learning modules (SLM), and other blended learning modes were emphasized. Teachers innovated and built self-learning modules or even online classes with the cooperation and combined effort of other stakeholders for students to be up for an interesting learning experience.

Second, because no one is immune to this epidemic, and students may become bored and dubious of this new normal, the role of teachers in motivating students should not be overlooked, because students must be trained to arrange things and create changes. Even in this virtual reality where up close and personal interaction is limited, professors make time to generally contact students during the time allotted for them on the existing calendar and set reachable goals for pupils. Teachers will be able to use technology to communicate with and work with kids in this situation but persuading them to do so will be a challenge. With the advances in learning technology during the current COVID19 epidemic, teachers and students are fully prepared to continue the learning journey at home.

Thirdly, as teachers, parents, and students face a fundamentally different educational setting now, the COVID-19 epidemic has thrust education innovation into the heart of practically every education system across the world. To respond, teachers must no longer focus on how to connect innovations to a frontier at the heart of the education system, but on how to change education systems so that they address diversity, support sources, and innovate in order to provide all learners with the necessary skills to create a better future for themselves and their communities.

Finally, as difficult as that mandate was, it represents the best-case scenario in what has proven to be an incredibly inequitable landscape during the pandemic, but it has resulted in at least one positive thing: cooperation between and among key persons in the pursuit of providing the best education to learners despite the pandemic.

**The PEER Group Intervention Program.** The importance of peer groups amongst adolescence, made use of this program in the new normal way. A peer group is made up of people who are similar in age and social status and who share interests. The researchers point to the benefits of working in groups as addressing the psychological, social and emotional aspects of academic life, as well as educational. In particular, they can provide a secure support system which cannot be obtained when working individually (Lavy, 2017); and can support the development of a range of skills such as negotiation, communication, respect, empathy and collaboration (Mamas, 2018).

Learners in this new normal situation require all the help they can get, whether from their parents, siblings, teachers, or friends. Acquiring a support system is difficult because physical interaction is discouraged. Students feel alienated because they study on their own because most parents are unable to instruct their children for a variety of reasons. As a result, most students lose their excitement and ambition to continue working on their modules. As a result, students are unable to complete and present their modules on time. The Learning Activity Sheets will serve as the primary indicator and foundation for the learner's grade. An incomplete task would result in a lesser mark, whereas a completed assignment would result in a higher grade. It may appear to be simple, but it is more difficult than it appears. For the learners, they will have to complete their tasks in the comfort of their own homes, without the assistance of their teachers and classmates, as well as the presence of their classmates and friends, which makes learning more enjoyable and meaningful.

Learners can easily communicate with their same age groups. For they share the same interests and concerns. Castrogiovanni (2002) defined peer group as a small group of similar age, close friends, sharing the same activities. According to Vaquera & Kao, 2008, if there is a reciprocity of friendships among adolescents, they will have a high feelings of belongingness in school; and these also have a positive effects in the academic results. Through their constant communication with their peers allows them to share their experiences and feelings. They can prevent the feeling of isolation especially in this time of pandemic. The learners need to feel that there will always be someone that they can talk to if the teachers cannot tend to their queries, and this could also be associated to have a positive psychological well-being (Ueno, 2004) Through this constant communication with their peer groups they can feel a certain comfort that they have somebody they can lean on. Their constant communication with each other could also help the learners in motivating each other to finish their task on time.

In a study made by Valkenburg & Peter, 2007 they found a positive relationship between online communication, social connectedness, and well-being in adolescents, in this difficult time the learners need a constant reminder on the task that they need to do. Through the Peer group they can feel a sense of connectedness with each other, that they are not the only one who is having trouble in doing their modules. To be able to communicate effectively in this new normal the researcher made use of the Facebook messenger and created small groups with their respective leaders and members.

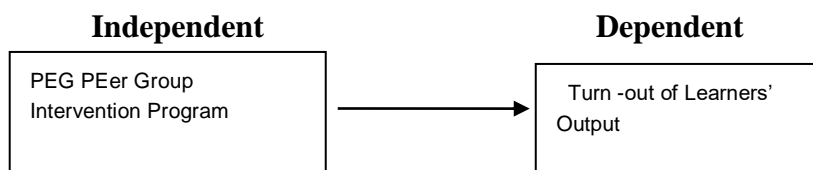
Small group communications is defined interactions among three or more people who are connected through the common purpose, mutual influence and a shared identity. There are different types of small groups, Hargie 2011, made a distinction between the two types of small groups, the task-oriented group and relational-oriented groups.

In this study the researcher identified the PEG to be a task-oriented group, were according to McKay, Davis and Fanning, 1995 this kind of groups are formed to solve a problem, promote a cause, or

generate ideas or information. Although the PEG is a task-oriented group, they also form a somewhat relational-oriented groups for through the PEG they can have some sort of relationship and connectedness with their group members. All groups include task and relational elements, the two orientations are a continuum and not mutually exclusive. Because of the form relationship the learners feel connected with each other. Because of this new normal a new venue for Small Group Communications was being done in Virtual groups, they do not see each other face to face but they can finish their task using online communication. This kind of set up is very applicable in the PEG for physical interaction is strictly discouraged to prevent the spread of the COVID 19 virus. That is why the implementation of PEG is a huge help in monitoring and motivating the learners.

Based on the reviewed literature and studies, the study had come up with this paradigm to clearly show the flow of the study. This is presented the succeeding figure.

Figure 1 presents the direction of the study using Independent – Dependents model (IV – DV Model) which was based on the theories presented. This model is one of the tools used by the researcher to assure the reliability of the study.



**Figure 1. Research Paradigm**

As seen in the figure, the first box of the paradigm consists of PEG PEer Group Intervention Program which serves as the independent variable. The second box contains the turn-out of the learners' output. The paradigm depicts that the turn – out of learners' output is dependent of the intervention program employed to the student – respondents. The study used t -Test to reveal the significant differences on the frequency of turn-out of students' outputs before and after the intervention was utilized.

### III. SCOPE AND LIMITATIONS

This study primarily aimed to assess the impact of PEG PEer Group Intervention Program on the frequency of the turn-out of learners' outputs in this normal. The study used a total of 46 learners from one of the sections of the current grade 12 learners in School Year 2020-2021. The 46 respondents were composed of 29 female and 17 male learners. Moreover, the study was delimited to the frequency of learners output per week of Grade 12 Silver of Infanta National High School Senior High School under the subject Introduction to the Philosophy of the Human Person during the first semester of the SY 2020-2021. All other sections from Grade 12 will be excluded from this study as well as the turn-out of learners output from different subject areas. A descriptive quantitative method, specifically, the experimental method was utilized in this study.

### IV. METHODOLOGY

#### Research Design

The researcher used the experimental research design for this study. According to Manuel and Medel (1976) as cited also by Calderon (2011), the basic purpose of experimental research is to discover the influence of one or more factors upon a condition, group, or situation, purpose of which is to discover

“what will be.” It describes and analyses variables in carefully controlled conditions as a basis for inferring or concluding. Experimental research, therefore, consists of manipulating an experimental variable under highly controlled condition to determine how and why particular event occurs. In view hereof, the researcher specifically employed within subject design of experimental research to better facilitate the study and achieve the best possible results. This is the most appropriate method to be used since the study utilized one group of respondents who served as the participants of both experimental and control group.

### **Respondents of the Study**

This study aimed to find out the impact of PEG PEer Group Intervention Program on the frequency of the turn-out outputs in this normal in senior high school students in Infanta National High School SY 2020-2021. To achieve the purpose of this study, the researcher used 46 students as the respondents of the study. This came from one select section in the grade 12 level who took an Introduction to Philosophy subject. The respondents were composed of 29 female and 17 male learners. In a quasi - experimental research, the given sample was sufficient for a greater accuracy and reliability of the results.

### **Data Gathering Procedure**

The researcher sought first for the approval of the research title to the division’s research heads. After the approval, the PEG PEer Group Intervention Program was launched. Five groups were formed, and leaders were assigned per group. To be able to determine who will perform as group leaders the researcher based her selection from the first quarter grades of the learners. The said grades were also verified with their previous advisers if the targeted leaders had the quality of becoming a leader. Their previous adviser during grade 11 has a personal knowledge of the capacity of the pursued leader. After identifying the targeted leaders, the researcher then asked the learners if they are willing to be a part of this program. The researcher also explained what their duties and responsibilities will be and fortunately all of them willingly accepted the task of being a PEG Leader. The researcher then groups the learners randomly and gave the names of the members to their respective leaders. The PEG leaders will then create their own GC as their means of communications.

During the first quarter, there was no intervention employed to the respondents. The intervention was given at the start of the second quarter. During the intervention, the leaders constantly monitored the student – members in the group and motivated them to complete and finish all the learning activities in the modules. Meanwhile, the researcher communicated from time to time with the leaders to monitor the progress of the students. The frequency of turn -out of learners’ outputs was monitored and recorded weekly. This served as the data to measure the significant increase of turn – out from the first quarter compared to the second quarter. Results were tallied, interpreted, and analyzed with the help of professional statistician.

### **Data Analysis**

In order to interpret the data and the results, the following statistical tools will be applied:

**Frequency.** These was used to present the frequency of the turn- out of the learners’ outputs.

**t-test.** This was used to test the significant difference between the results of the turn - out of the learners’ outputs from the first quarter to the second quarter.

## ETHICAL ISSUES

The researcher clearly discussed the objectives of the research and gave full assurance that all the data gathered will be used for scholarly purposes only and treated with strictest confidentiality. The researchers made sure that this research will benefit the concerned participants and will be an instrument in the positive change in the public-school settings. Furthermore, the researchers will disseminate the results to the respondents so they may be aware of the findings of the study.

## V. RESULTS AND DISCUSSION

This part presents the data gathered for each week. The data are presented in tabular form organized in a sequential manner, following the order of presentation of specific questions posed at the beginning of the study.

### 1. Frequency of Turn-out of Outputs of Learners under the Control Group

Table 1 presents the turn – out learners’ outputs in the control group.

**Table 1: Frequency of Turn-out of Learners’ Outputs under the Control Group during the First Quarter**

Week	Total Number of Students	Number of Turn -out of Learners’ Outputs
1 and 2	46	31
3	46	32
4	46	29
5 and 6	46	28
7	46	21

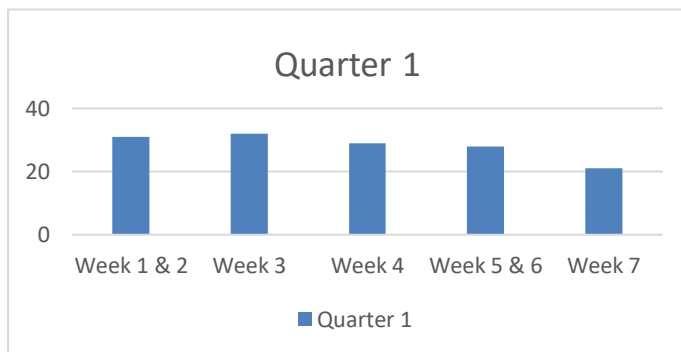


Figure 1. Learners’ Output per week for Quarter 1

As reflected in Table, out of 46 students, there are 31 students who returned their outputs. This was by 32 and 29 students who submitted their outputs in weeks 3 and 4. For weeks 5 and 6, there were 28 students who returned their output. Lastly, for week 7 there 21 students only who submitted their outputs. It can be inferred that the learner’s turn-out of outputs during the first quarter gradually diminished as the weeks went by. Learning by their own posed a great challenge in completing their task. Learners are accustomed with the face-to-face classes where teachers and classmates are their

main sources of knowledge. Shifting from the traditional way to modular way of learning made an impact to the students learning motivation. This finding was justified by Villamor (2018) that academic achievement motivation decreases over time due to child- specific and school environment change. The result also suggests that due to the change of the environmental set-up of learning the learners tend to show a decrease of motivation in terms of doing and submitting their tasks.

## 2. Frequency of Turn-out of Outputs of Learners under the Experimental Group

Table 2 presents the turn – out learners’ outputs in the experimental group.

**Table 2: Frequency of Turn-out of Learners’ Outputs under the Experimental Group during the Second Quarter**

Week	Total Number of Students	Number of Turn -out of Learners’ Outputs
1	46	42
2	46	42
3	46	39
4	46	39
5	46	42

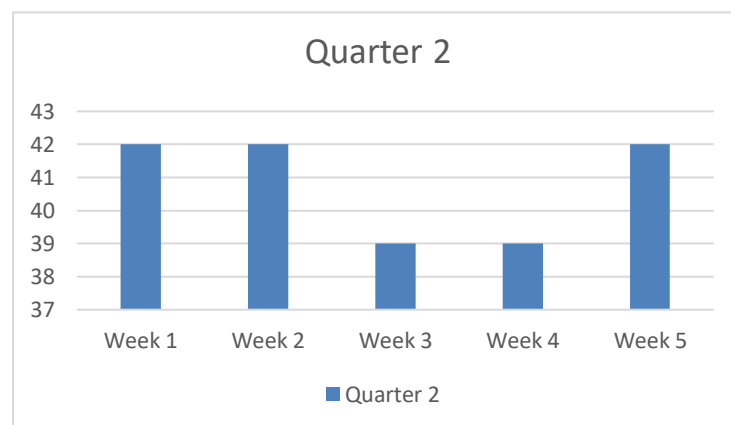


Figure 2. Learner’s Output per Week for Quarter 2

As presented on the above data, out of 46 students there were 42 who submitted their outputs on time in week 1. This was followed by 42 students in week 2 and 39 students in week 3. During weeks 4 and 5, there were 39 and 42 students respectively who returned their outputs. This only implies that the learner’s output turnout for the Quarter after the implementation of the PEG Intervention Program shows a slight increase of number of turn-out each week. This was congruent to the findings of Valkenburg and Peter (2007) that they found a positive relationship between online communication, social connectedness, and well-being in adolescents, in this difficult time the learners need a constant reminder on the task that they need to do. Through the small group communication, they were able to interact among their group for the common purpose. As a group, they have a common problem to solve as a task and that is to complete and pass their outputs on time.

### 3. Significant Differences between the Learner's Turn-out Before and After the Implementation of PEG (PEer Group) Intervention Program.

**Table 3: Significant Differences between the Learner's Turn-out before and after the Implementation of PEG (PEer Group) Intervention Program.**

Variables	Computed t-value	p-value	Decision on Ho	Interpretation
Quarter 1 Quarter 2	6.979	.002	Reject	Significant

*Level of significance= 0.05*

The computed t -value of 6.979 revealed that after the implementation of PEG (PEer Group) Intervention Program, the turn – out of learners' outputs is significantly higher compared to the turn-out of learners output before the implementation. This significant increase in the turn-out was shown by the computed p – value of 0.002 which was less than the level of significance ( $p < 0.05$ ). Thus, the null hypothesis was rejected. Therefore, there was a significant difference between learner's turn-out before and after the implementation of PEG (PEer Group) Intervention Program.

This means that the PEG Leaders helped increase learners' turn-out. This only indicates that the learners have a sense of feeling of connectedness with their group mates through communicating in their group chat. The finding was like the results divulged by Ueno (2004) that through peer communications they can prevent the feeling of isolation especially in this time of pandemic. Because of this feeling of connectedness, they are motivated to do their task. Moreover, according to Vaquera and Kao (2008), if there is a reciprocity of friendships among adolescents, they will have a high feeling of belongingness in school; and these also have a positive effect in the academic results. Although the academic performance cannot be represented by the outputs that the learners are producing, the fact that they pass their outputs on time, the teachers will have a basis of their grades.

## FINDINGS

The results of the present study were summarized as follows:

1. The learners' output turn-out for Quarter 1 revealed that out of 46 students, there are 31 students who returned their outputs. This was by 32 and 29 students who submitted their outputs in weeks 3 and 4. For weeks 5 and 6, there were 28 students who returned their output. Lastly, for week 7 there 21 students only who submitted their outputs.
2. The learners' output turn-out for Quarter 2 showed that out of 46 students there were 42 who submitted their outputs on time in week 1. This was followed by 42 students in week 2 and 39 students in week 3. During weeks 4 and 5, there were 39 and 42 students respectively who returned their outputs.
3. The computed t-value for the test of significant difference between the number of learners' turn-out before and after the PEG Intervention implementation was 6.979, which denoted a significant increase on the turn -out. Since the p – value of 0.002 was less the level of significance ( $p < 0.05$ ), the null hypothesis was rejected. Therefore, there was a significant difference between the learners' turn-out

before and after the PEG Intervention was given.

## VI. CONCLUSIONS

Based on the results, the following conclusions are drawn:

1. A lesser number of turn-out was recorded during Quarter 1. This may be because no intervention was given to the students.
2. The monitoring Quarter 2 turn -out of outputs suggests that there is an increase in number in terms of received outputs from the learners. There is a slight decrease during week 3. A consistent increase was shown during Week 4 and week 5 of Quarter 2.
3. The implementation of the PEG Intervention was found to be effective as shown in the significant increase in the turn -out of learners' outputs.

## VII. RECOMMENDATIONS

In the light of the findings of the study, the following recommendations are offered:

1. The Infanta National High School specially the senior high school teachers may adapt the PEG Intervention Program in this new normal way of education.
2. Other schools in the REINA District who has similar problems in the learners output turn-out may also adapt the PEG Intervention Program.
3. A complete program for PEG Leaders may be designed by the researcher who is also a guidance counsellor that may help the PEG Leaders to keep them motivated as well to prevent decrease of the turn-out of learners in the middle of each grading.
4. The community and the barangay may provide funds allocated to set up an internet links free for the use of the learners to make sure that their communication with their teachers and co-learners will continue.
5. Future researchers are encouraged to conduct research that could broaden the use of Peer Groups in terms of psychological well-being that is also timely in this time of pandemic.

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