



Difficulties and Adaptive Strategies of Bakhaw Sur Elementary Students in Learning Science: Basis on the Development of Siyensiya SA Bangketa Program

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Abstract: The prime purpose of this study was to assess the difficulties and adaptive strategies of 20 Grade 6 students from Bakhaw Sur Elementary School in learning Science which served as the basis and foundation for developing the ‘Siyensiya sa Bangketa’ Program, a project that seeks to provide tutoring sessions on science-related subjects for the aforementioned pupils. Two 25-item checklist questionnaires for the difficulties and adaptive strategies were used to collect information on struggles experienced and coping mechanisms done by the respondents. For the level of acceptability, a 20-item questionnaire is used but is divided into five parts: quality of teaching, organization, convenience and serviceability, appeal to target audience, and students’ improvement. The assessment of the difficulties experienced, and coping strategies of Grade 6 Bakhaw Sur Elementary students used frequency count, sum, percentage, and mean as the descriptive statistics which became the basis in developing the program. The results showed that the level of difficulties was “evident” among the Grade 6 students of Bakhaw Sur Elementary School which means that the students were “slightly struggling”. On the other hand, the level of adaptive strategies was “highly evident” among the Grade 6 students of Bakhaw Sur Elementary School which means that most of the students cope a lot. Based on the result of the study, Siyensiya Bangketa Program was created. The overall level of acceptability of the Siyensiya sa Bangketa Program showed a “very highly evident” result, indicating outstanding feedback.

Keywords: Difficulties, Adaptive Strategies, Acceptability, Tutoring, Elementary school.

Introduction

Science is one of the most important subjects that students should pay attention to because of its relevance to our lives, especially in acquiring lifelong skills in critical thinking and problem solving that allows students to generate ideas, weigh decisions, and applying holistic perspective (Arieta, et al., 2020). Unfortunately, there are studies that states that there are still many students who indicate that the science they experience in school is irrelevant to their everyday life and to their future. When students are separated by distance, the concept of learning as a collaborative process is critical. "Collaborative learning processes assist students to achieve deeper levels of knowledge generation through the creation of shared goals, shared exploration, and a shared process of meaning making," according to Palloff and Pratt (2005). Not all students are suited to this type of learning, nor are all subjects best taught in this manner. Some children, especially those living on the streets, do not have easy access to education despite the fact that education is one of the basic privileges and human rights that everyone should have (Bagolong, 2015).

For elementary students, parents or guardians would have to play an active role in the learning process, and they would be the one to facilitate and guide them through the modular lesson but not all Filipino families are hands on when it comes to giving assistance to the children (Lebaste, 2020). However, this abrupt shift to distance learning, as well as the challenges it poses, are cause for concern because,

without adequate parental support, these changes may increase the likelihood of parents experiencing parenting stress and burnout, which could negatively impact children (Griffith, 2020). Elementary school pupils face a number of issues on a daily basis, ranging from literacy difficulties to interpersonal conflict. Despite the massive stress and difficulties reported in recent studies (e.g., Rotas & Cahapay, 2020; Bozkurt et al., 2020; Baticulon et al., 2020), students continue to find silver linings in the challenges of open and distance learning.

In the local study of Baloran (2020), surveyed Filipino students used a variety of personal coping mechanisms during the pandemic. It entails connecting with friends and family to relieve stress, talking and motivating oneself, and diverting attention away from the stress caused by COVID-19 at home. Despite the drawbacks, students manage to survive in a remote learning environment by employing stress-management strategies. Senior High School students at Paraaque National High School in Baclaran, on the other hand, use instrumental social support, mental disengagement, emotional social support, planning, and active coping as stress coping mechanisms. From a local study conducted by Galia (2015) which focuses on cross-age peer tutoring as intervention for the first-year cultural minority students, the effectiveness of peer tutoring was tested on two groups of cultural minority students: one who attended peer tutoring classes and the other who did not participate peer tutoring classes.

The studies and information stated above demanded research on the difficulties and adaptive strategies of Bakhaw Sur elementary students in learning Science. Based on the observations, a huge number of pupils from the elementary school struggle with their strategies in distance learning modality especially in the field of science. It encouraged the researchers to conduct an assessment because of their difficulty and adaptive strategies in learning. This is due to the fact that most of the pupils in Bakhaw elementary does not have the same privilege as the other pupils that are fortunate enough to acquire basic educational needs in this current setting. From a previous program that was conducted before, the Bakhaw Sur Elementary students were the chosen beneficiaries not just because they are near the school but also because of their insufficiency to have learning materials. It can be observed even back then that they are quite vulnerable when it comes to education such that you can see them walking on the streets where in a spark of willingness to learn is evident. And so, to add progression, the researchers pursue tutoring session for the elementary students to satisfy their need to learn in distance learning as well as to assess their difficulty and adaptive strategies in learning. The researchers also observed that the students are uninspired in doing school activities after the face-to-face classes discontinued and not all of them have the capacity to learn in a distanced learning, that is why students need to engage through in-person sessions to learn. Moreover, public schools only offer modular learning and does not have online sessions. This tutoring program not only provided growth and educational opportunities for the younger learner but also for the tutor which results in a double impact.

It was the researchers' objective to assess the difficulties and coping strategies of Grade 6 students from Bakhaw Sur Elementary School in learning Science during Covid19 pandemic which became the basis of developing the *Siyensiya sa Bangketa* Program.

Statement of the Problem

The prime purpose of this study was to assess the difficulties and adaptive strategies of Grade 6 students from Bakhaw Sur Elementary School in learning Science which served as the basis and foundation for developing the '*Siyensiya sa Bangketa*' Program, a project that seeks to give tutoring sessions on science-related subjects for the aforementioned pupils.

Specifically, the study sought to answer the following question:

1. What is the level of the difficulties experienced by the Grade 6 students of Bakhaw Sur Elementary School in learning Science?
2. What is the level of the adaptive strategies done by Grade 6 students of Bakhaw Sur Elementary School towards academic stress especially in science subjects?

3. What program can be created based on the results of the study?
4. What is the level of acceptability of Siyensiya sa Bangketa Program towards addressing the difficulties and adaptive strategies of the Grade 6 students from Bakhaw Sur Elementary School in terms of:
 - a) Quality of teaching;
 - b) Organization;
 - c) Convenience and serviceability
 - d) Appeal to the target audience; and
 - e) Students' improvement

Methodology

Research Design

This study used Research and Development (R&D) design.

Respondents and Validators

The respondents of this study were fifteen (15) bonafide grade 6 students of Buswang Old Bakhaw Sur Elementary School, all from Section A, as suggested by their principal. The respondents of this study were selected through the use of purposive sampling. Accordingly, the acceptability of Siyensiya sa Bangketa Program was determined by the validation of Grade 6 students, Grade 6 Science teachers, and the students' parents. Thus, the validators of this study were the 15 bonafide grade 6 students of Buswang Old Bakhaw Sur Elementary School, two Science teachers, and two of the students' parents.

Data-Gathering Instrument

The data for the study were collected through the use of combined researcher made, adapted and modified self-administered survey questionnaires. The survey questionnaire was composed of four (4) parts. Part I identified the sociodemographic profile of the respondents. Part II is the Difficulties Experienced by Grade 6 Buswang Old Bakhaw Sur Elementary Students in Learning Science Checklist. Part III is the Adaptive Strategies of Grade 6 Bakhaw Sur Elementary Students in Learning Science Checklist. And lastly, Part IV of the survey questionnaire is the Level of Acceptability Rating Checklist.

Sociodemographic Profile Questionnaire was used to the determine the personal data and characteristics of the respondents in terms of sex, grade and section, distance between the respondents' house and school, general average in science during the 1st quarter and if assistance is being provided by a family member regarding the modules in science.

Difficulties Experienced by Grade 6 Bakhaw Sur Elementary Students in Learning Science Checklist was a 25-item adapted modified checklist is composed of different disadvantages experienced by a student in terms of the house environment, resources, response or attitude towards learning, and the amount and content of science modules.

Adaptive Strategies of Grade 6 Bakhaw Sur Elementary Students in Learning Science Checklist was also a 25-item adapted modified checklist is composed of different adaptive strategies that students perform in order to cope with the difficulties experienced in learning Science.

Level of Acceptability Rating Checklist was composed of five parts with 4 items each with the purpose of determining the level of acceptability of Siyensiya sa Bangketa Program which aims to provide tutoring programs for Grade 6 elementary students of Bakhaw Sur Elementary School towards giving help across the difficulties and adaptive strategies that they experience in learning Science.

Results and Discussions

Learning Difficulties of Grade 6 Bakhaw Sur Elementary School Students

Overall, table 1 presents that the level of difficulties of Grade 6 Bakhaw Sur Elementary students with a mean score of 3.09 is evident which means that not all students have the same capability to understand and grasp the Science lessons given to them where in a huge percent are still struggling with learning. To add, there are also factors that keep them challenged upon learning such as poor time management, academic pressure, financial problems, lack of guidance by an adult, distraction, and lack of motivation as observed from their answers from the questionnaires.

The result of this study is congruent to a new research highlighted at the annual American Educational Research Association conference as cited by Sparks (2021) that students are finding it difficult to learn science during the pandemic, despite the fact that they find it interesting and relevant to their lives. In addition to that, Dangle and Sumaoang (2020) also stated that self-studying, inadequate internet connection, lack of sleep, and time to answer all modules due to a large number of activities, distractions, and lack of focus are the main challenges that students have encountered.

Table 2. Level of Learning Difficulties of Grade 6 Bakhaw Sur Elementary School students

Variable	Mean	Description
Learning Difficulties	3.09	Evident

Adaptive Strategies of Grade 6 Bakhaw Sur Elementary School Students

Overall, the results in table 2 shows that the level of adaptive strategies of Grade 6 Bakhaw Sur Elementary students with a mean score of 4.09 is highly evident which means that most of the students are actively developing mechanisms and practicing coping strategies to increase their productivity as they learn and answer their modules especially in science.

The result of this study, in relation to the adaptive strategies in learning Science of Grade 6 Bakhaw Sur Elementary School students, is coherent to the study of Rotas and Cahapay (2020) where such contextual coping strategies in learning amid a global crisis is evident on some students. The categories of coping strategies that emerged in their study are finding good space and time, diverting attention, practicing time management, doing tasks ahead of time, and regulating the self which showed adjacency to the results obtained in this study. In addition, Shcunk and Pajares (2004) stated that the coping strategies are aligned with self-efficacy which influences academic motivation and learning of some students making them to cope well.

Table 3. Level of Learning Adaptive Strategies of Grade 6 Bakhaw Sur Elementary School students

Variable	Mean	Description
Adaptive Strategies	4.09	Highly Evident

Siyensiya Sa Bangketa Program

The program that was made based on the result of the survey is the Siyensiya sa Bangketa Program. *What is the Siyensiya sa Bangketa Program?*

The Siyensiya Sa Bangketa Program is a program which aims to provide tutoring sessions for the fourteen (14) selected Grade 6 students of Buswang Old Bakhaw Sur Elementary School on topics related to science in accordance to their current lessons. They are scheduled from the first week up to the last weeks of the program and were grouped accordingly with proper social distancing. This initiative is based on the assessment of the difficulties and adaptive strategies of the aforementioned pupils in learning their science modules during this time of crisis. It has always been a struggle for a lot of primary students to cope up with the situation as they need to keep in line with the system of

education today however some do not have the capacity to go along and not all students have someone who could give them a sense of mentorship. This is one of the reasons why we aspire to address their shortcomings and provide them with guidance even for a short period of time.

Table 4. Siyensiya sa Bangketa Program Matrix "Instigation of the Topic"

In this part of the program, it was be composed of activities that involve different ways on creatively introducing the topic to the students of Buswang Old Bakhaw Sur Elementary School for them to be engaged while learning and understanding the lesson presented.

Name of Activities	Objective	Description	Expected Outcome
Let's Energize!	encourage the students to participate and engage in the upcoming activities to help them be prepared to learn by stimulating their minds and their bodies. The goal of this warm-up activity is for the kids to gain energy and become active throughout the course of the program because no doubt that some of them would be a little sleepy.	The researchers will show a short pre-downloaded child-friendly, animated dance video energizer from Youtube that is simple yet fun to watch. All the students will be asked to stand up and follow the characters in the video, and just dance with the rhythm along with the researchers who will be the ones to lead them.	The students of Buswang Old Bakhaw Sur Elementary School will become lively and energized, giving them the drive to learn and making them actively prepared for the next activities. It is expected that they will become less lazy and the video will make them energetic until the end of the program.
An Introduction for You!	to give or provide the students of Buswang Old Bakhaw Sur Elementary School with a quick overview of the lesson that will be discussed in all the activities involved in the program so that they will know what to expect and they can be prepared in their minds.	The researchers will present the topic that will be taught and discussed in the whole course of the program which is all about Energy, its types, and how it is transformed. This activity involves: Asking the students what comes to their mind when they hear the word 'energy'. Explaining the actual definition of Energy Giving examples on how energy works	The students will be prepared and ready to move on to the next activities because they have been enlightened on what the lesson is for the program.
Who Wants A Science Booklet?	to give the students of Buswang Old Bakhaw Sur Elementary School additional knowledge and information from what they are learning	After bringing out the topic and providing a quick background on what will be discussed throughout the sessions, the researchers will hand out mini learning	The mini science booklets that have been distributed by the researchers greatly helped the students as it became a useful learning

	<p>in their current modules. These minibooklets will act as a guide for them to fully understand all about the lesson which enhances their curious minds.</p>	<p>booklets to the Grade 6 students which is composed of all the necessary lectures needed to be discussed in the session so that they could have something to bring at home and read. These booklets will act as additional information and knowledge for the students because it thoroughly explains the concepts included in their own modules given by their teachers.</p>	<p>material, barer of information, and a handy guide for them when they're answering their current and upcoming modules in Science.</p>
<p>Let's Watch and Learn!</p>	<p>to provide more knowledge and understanding, and also show a childfriendly digital presentation for the Grade 6 students of Buswang Old Bakhaw Sur Elementary School to enhance their proficiency in the particular lesson aside from verbal and written ways.</p>	<p>The researchers will be providing 3 engaging and educational video presentations to the grade 6 students in their lesson about Energy. The 1st video will provide an easy introduction about energy, how it is produced and its importance to life.</p> <p>For the 2nd and 3rd video, both will talk about the different types of energy and how energy is converted and transformed into many forms. With the help of the examples and graphics present in the videos, the students will be able to visualize and grasp the lesson more clearly and precisely. The researchers will also explain and ask questions after these videos.</p>	<p>The students will regain their energy after watching the educational yet entertaining videos and will also gain a more understanding about the lesson as explained in the videos presented.</p>
<p>Energized game</p>	<p>To enhance the students' engaging and performance skills and at the same time they will be aware that in order to properly participate in this game is that they</p>	<p>The Energy Game is a drama class warm-up exercise. One player starts by making a sound and a motion, such as a raising fist and growling, or spreading out their arms and roaring. In turn,</p>	<p>Each player will naturally unleash the energy with a little of their own personality from the increasingly absurd exaggeration and volume of their</p>

	have to use their energy which is the main topic of the lesson.	each player amplifies the energy of this action, as it gets louder and louder around the group.	actions. To outperform their peers, each player will put aside any self-consciousness and be able to simply shout and show-off a little. and most importantly, to make them understand that energy is all around us and has a vital role in everyone's lives.
Charades Activity	It allows students to study vocabulary words and learn public speaking skills while engaging in physical activity. It also accommodates different learning styles. For instance, some students learn skills more effectively by engaging in an activity rather than reading or writing text.	In this game, one student performs actions or movements associated with a word provided by the researcher, while their classmates guess the word out loud. The student who correctly guesses the correct option will receive points, and she or he will then be the next person to perform the word provided by the researcher.	The students of Buswang Old Bakhaw Sur Elementary School will have a great time enjoying the game, which will also help them comprehend their lesson. The game fosters creative expression, which allows students to generate their own original ideas and express themselves in a creative way.

“Experiment Day!”

These will be done in 2 days full of experiments, observations, and conclusions on how the students can apply their learnings to real-life demonstrations that is fun and engaging. This is composed of child-friendly science experiments that the students will definitely like.

Name of Activities	Objective	Description	Expected Outcome
Experiment Time!	to guide and lead the students in conducting the activity/experiment written in their module for them to learn how to apply their lesson in real life situations.	From the module provided by the science teacher of Grade 6, it consisted of activities regarding the lesson and one of these is an activity that involves conducting simple experiments where in the students would learn how to observe and create conclusions on what they have seen. Experiments	The students will come to a realization that doing experiments regarding about the lesson adds more fun about learning science since students can come up with justified conclusions just by observing the happenings and the

		<p>like this are usually ignored by students when answering their modules inside their homes that's why our goal is for them to engage. The hosts of the program will serve as guides to the Grade 6 students in supervising them with the experiments stated in the module. These experiments will creatively show the students a background of how their lesson can be applied in real life situations. The researchers will thoroughly explain each of the experiments and they will do it alongside the students who will be observing. They will then ask questions on what they have seen and observed in relation to their lesson.</p>	<p>changes during the experiment. Not only that, but students can also enhance their skills in observing, concluding, and logic. This way, it would bring out everyone's inner scientists!</p>
<p>Make Sprinkles Dance!</p>	<p>to help the students understand more about energy by performing energy related experiment such as this activity about sound and vibrations</p>	<p>Students will create sound waves by humming and observe what happens to the sprinkles on top of the plastic in a simple setup with a plastic covered dish and candy sprinkles on top.</p> <p>Materials that are needed in this experiment are colored sprinkles, 2 bowl or cup, rubber band, and a plastic wrap. To create the model membrane, the researchers will guide the students using these instructions: 1. Wrap a piece of plastic wrap around the bowl's top edge. 2. To keep the plastic wrap in place, use a rubber band. 3. Adjust</p>	<p>Students will be able to explain why sprinkles jump and bounce in response to sound at the end of this activity. The sound waves generated by their voice should have caused the plastic wrap membrane to vibrate when they hummed loudly enough and at the right pitch. The vibrations produced by the clear plastic wrap are difficult to detect on their own. When sprinkles are added, the vibrating membrane causes them to bounce up and down, making</p>

		<p>the plastic wrap so that it is tight and flat, with no wrinkles</p> <p>4. Place the bowl on a plate or tray to catch any stray sprinkles.</p>	<p>the vibrations much more visible.</p>
<p>What Color Absorbs More Heat?</p>	<p>this experiment should allow the students to create solar bowls and determine why darker colors absorbs more heat and this activity can add to their knowledge about heat energy</p>	<p>With this experiment, students will create “solar bowls” to determine know how and why dark colors attract more heat. Materials needed are water, 3 same-size bowls, Yellow, blue, green and red food coloring, clear, glass dish, and sunshine. To proceed with the experiment, directions will be given. Instructions: 1. Pour two cups of water in each of the three bowls .2. Put a few drops of yellow, blue, green and red food color in two of the bowls. The water should look black from the mixture of colors. 3. Cover one of the bowls of dark water with a clear glass plate or clear baking dish. The third bowl has plain water and no cover. 4. Leave all three bowls in the sunshine for several hours. 5. Test the temperature of the water in each bowl with your finger.</p>	<p>Students should identify that the dark water in the covered bowl should be the hottest. The solar energy emitted by the sun passes through the clear covering and is trapped inside the bowl. The dark-colored water, which absorbs all wavelengths of light, absorbs solar energy and converts it to heat, resulting in warm water. Similarly, wearing dark clothing dark clothing on hot days attracts more solar energy from the sun and converts it to heat, causing them to feel warmer than if they wore lighter colored clothing.</p>
<p>Chemical Energy in a Bottle?</p>	<p>For students to learn more about energy, this experiment will explain how energy is released when matter undergoes chemical change.</p>	<p>Materials: Balloon, 1 liter bottle, plastic spoon, funnel, 4 spoonfuls of vinegar, 1 spoonful of baking soda Procedure: The students will carefully pour the vinegar into the bottle. Then, using the funnel, the baking soda will also be carefully poured into the balloon. Without</p>	<p>Through this experiment, students will understand how energy is released from a substance in the formation of chemical compound during a chemical reaction.</p>

		<p>spilling any of the baking soda into the bottle, they will put the balloon neck around the bottle neck with the help of the researchers. Once the balloon is in place, it will be lifted up which will cause it to mix inside the bottle. The students will then shake the bottle and will observe what will happen next.</p>	
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“Tutorial Sessions Ahoy!”

These activities of the program will mainly focus on what our program is about, and that is tutoring. It will be composed of a lot of activities that involves teaching and guiding the students on answering their modules and is intended to be done two times a month.

Name of Activities	Objective	Description	Expected Outcome
Tutors at your service!	To help and guide the grade 6 students in learning science by discussing their current lesson/module in science in a fun, interactive and educational way. With this, students will be able to be guided about their lesson and monitor their learning capacity and behavior towards their challenges in learning science.	After all of the presentations and experiments that have been done from days 1 and 2, the actual teaching sessions will begin through getting in-touch with the students personally as they are tasked to answer their modules from what they have known and what they have learned. The researchers’ job will be to guide them and to answer their questions so that they can understand and comprehend the lesson towards correctly answering the activities written in their learning material. Thus, the researchers will help them go through their lesson for the week as they act as educators who provide guidance and targets to enlighten the students about their concerns resulting in addressing their difficulties in Science	The students will be enlightened and understand the lesson with accuracy as their difficulties in dealing with the science subject have explained thoroughly and concisely and were clarified by the researchers in a convenient manner where in the students were able to understand and comprehend.

<p>Let's Sort Out the Energy!</p>	<p>This group activity aims to assess knowledge and skills of students, and to observe their progress throughout the tutoring session.</p>	<p>In this activity, students will be grouped into five. Each one of them will be given a piece of paper with illustrations of different type of energy sources to be sorted out on the respective boxes prepared by the researchers in front. They will be given ten minutes to brainstorm ideas before sorting out the energy sources. After that, each one of them will present the illustration that they have and explain what what kind of energy it is. At the end of the activity, points will be tallied, and the group who'll get the highest points will be given a token.</p>	<p>The students will be able to improve their learning effectively by putting new knowledge and skills into practice.</p>
<p>Game: Act it Out!</p>	<p>for the students to apply their learnings all throughout the program in a fun game</p>	<p>In this game, the students will form 3 groups. The kids will create a horizontal line, all facing at the back of each other forming a train-like position. The researchers will then prepare a simple word that relates to their lesson about Energy and it will be given to the first person in line. He/she will touch the next person and would start acting the given word without giving verbal clues. After the next person understands the action, he/she will move on to the next person in front and would do the same until it reaches to the person at the end. The last person has to guess the word from the actions that have been passed from the first person. If</p>	<p>the students of Buswang Old Bakhaw Sur Elementary School will have so much fun doing the game and acting out the word which also made them think about their lesson that's why they would still learn from the activity..</p>

		the kids will get it right, they will win a prize!	
Word Jump!	enabling students to use their skills and knowledge in a fun game throughout the teaching to help them learn about the topics, broaden concepts, encourage development, or assist them in acquiring skills while playing.	The researchers will spread out words related to the topic on the floor and ask questions about it in order for the learner to recognize the answer. Then, by jumping across the words, they assess if the answers are correct. The person who correctly answers the question will receive one point.	The students at Buswang Old Bakhaw Sur Elementary School will have a lot of fun playing the game, which will also help them understand about their lesson, so they will continue to learn from it. It can also help students acknowledge their spelling words.

Level of Acceptability of the Siyensiya sa Bangketa Program

Overall, the results in table 2 showed that the Siyensiya sa Bangketa program is very impressive in terms of the factors considering its impressiveness. The overall mean score of 4.428 with the description “very highly evident” indicated the highest acceptability rating for the program.

Specifically, the results in table 2 showed that the level of acceptability of Siyensiya sa Bangketa Program in terms of the quality of teaching with a mean of 4.45 is very highly evident which means that the activities provided to the grade 6 elementary students are child-friendly, entertaining, engaging and effective as most students easily understood and applied the lessons proficiently.

The level of acceptability of Siyensiya sa Bangketa Program in terms of organization with a mean score of 4.58 is very highly evident which means that the matrix of activities as well as the learning material given to the students are well structured with attainable objectives and appropriate student engagement strategies, pacing, sequence, activities, and materials.

The level of acceptability of Siyensiya sa Bangketa Program in terms of the convenience and serviceability with a mean of 4.39 is very highly evident which means that the program matrix together with the learning material provided by the researchers were convenient to use and free from hassle or any difficulties for most of the students of Buswang Old Bakhaw Sur Elementary School and were properly given and instructed by the researchers.

The level of acceptability of the Siyensiya sa Bangketa Program in terms of the appeal to target audience with a mean score of 4.45 is very highly evident which means that the majority of students found the program's activities to be relatable and child friendly. In addition, most of the students speculated the diversity of exercises were fun and appropriate for children that provided a clear approach to learning Science and responded well to students' difficulties and concerns.

The level of acceptability of the Siyensiya sa Bangketa Program in terms of the students' improvement with a mean score of 4.27 is very highly evident which means that the learning objectives are well-obtained by the students and the learning material has appropriate child-friendly science content related to their current lesson resulting to their improvement. In addition, the information and exercises in the material conveniently provided the students the opportunity to develop and improve in learning science.

Table 5. Level of Acceptability of Siyensiya sa Bangketa program

Variable	Mean	Description
Quality of Teaching	4.45	Very Highly Evident
Organization	4.58	Very Highly Evident
Convenience and Serviceability	4.39	Very Highly Evident
Appeal to Target Audience	4.45	Very Highly Evident
Students' Improvement	4.27	Very Highly Evident
Overall	4.428	Very Highly Evident

Conclusions

The following conclusions were drawn based on the findings of the study:

1. The level of difficulties was “evident”, it is due to the fact that some of the students easily learn and absorb the science lessons but not all of them have the same capability to understand and grasp the lectures given to them such that there are factors that keeps them from completely apprehending their modules. Therefore, despite the pandemic, there are students who finds learning their science modules easy while a number of them are still slightly struggling academically. This may result in a deficient intellectual grasp on some of them towards their science lessons which may affect their future performances especially that they’re going to set foot in a more advanced academic level that requires a high level of intellectual capacity, which is high school.
2. The level of adaptive strategies was “highly evident”, it is due to the fact that that most of the students are practicing and getting into different coping strategies in learning science through the use of adaptive means. Therefore, most of the students cope a lot as they learn science from their modules. This may lead to a commonality between the students whenever they experience difficulties in learning such as it shows a change on their behavior and everyday doings. They may be prone to distractions and can prevent them from focusing only on their modules since their attention are diverted on other recreational things. Furthermore, developing coping strategies in connection with learning a particular subject could also influence others. However, getting into such mechanisms of coping can make them productive.
3. The overall level of acceptability of the Siyensiya sa Bangketa Program was “very highly evident”, it is due to the fact that most of the students find the program, especially the activities involved, and the learning material given, are commendable and highly engaging. Therefore, the Siyensiya sa Bangketa Program was outstanding in addressing the difficulties and adaptive strategies of the grade 6 students in terms of the quality of teaching, organization, convenience and serviceability, appeal to target audience, and the students’ improvement. This may result to a successful implementation of tutoring programs as well as other future projects related to the aim of the researchers.

Recommendations

Based on the study’s findings and conclusions, the following recommendations are offered:

1. For the students, it is recommended to actively join online class participation, know how to set priorities, practice good time management, and have a positive attitude towards learning. Furthermore, they may lessen procrastination and non-academic activities that may hinder them from doing urgent academic tasks. Students may also improve their physical and mental status by joining academic webinars and tutorials.

For the educators, it is suggested that they may improve teaching approaches and strategies by aligning their approaches to the needs of the students. In addition, they may lessen academic loads to the students because this may affect their academic performance. Conducting an evaluation and feedbacking is very important; it is recommended to the teachers to have an open communication their students and asses their work immediately.

For the parents, it is recommended to give assistance to their children whenever they join academic webinars and tutorials. Parents’ role in children’s learning is critical to academic achievement. Thus, providing parental guidance at home would be best to reinforce students’ behavior and improve their

physical and mental status towards the concept of learning. In this way, parents would be able to address difficulties in learning and other personal concerns of the students.

For the community, it is recommended to host webinars or open forums regarding students' mental health in order to encourage residents not to put too much academic pressure on young learners. With this, it would also broaden community perspectives on issues such as unfavorable judgments of their knowledge and experience, and how they affect students' mental health.

For future researchers, it is suggested that providing reliable analysis and background knowledge about the difficulties and adaptive strategies of students from different grade levels and from other schools would further improve the baseline data for similar studies in the future. They could also conduct a similar study to assess the concerns of students in different subjects such as English or Mathematics.

2. For the students, it is recommended that they participate in high-quality organization and implementation through carefully planned free tutoring activities, allowing them to develop not only natural science literacy but also generic competences like learning initiative and independent learning, the ability to analyze and synthesize learning contents, the ability to plan and manage their time while learning, and information management skills. Experimentation readiness and preparedness, comprehension of genuine scientific research, implementation abilities, and positive thoughts about its usage in the learning process are all examples. As a result, instructors' perspectives on learning influence how they apply the development of learning to learn competence in the class, demonstrating an inability to develop one of the most important academic skills.

For the educators, it is suggested that experiment-based education can help students acquire lifetime learning abilities, which are essential in today's fast-changing world. As these strategies of independent or supervised experimentation allow students to build relevant learning abilities and gain new information, it is vital to provide multiple opportunities for students to participate in experimental activities in their regular primary science lessons.

For the parents, it is recommended to focus their efforts on developing collaborative and respectful relationships with their children. Develop a cooperative attitude and be willing to share their knowledge with their kids. Ascertain that parents and school officials understand that their children's educational growth is a collaborative endeavor. This leads to a better understanding of the child, more parental engagement on how things are doing, and a happier and more successful learning experience for the child.

For the community, it is recommended to show support for the campaign by volunteering for a program in their neighborhood, such as public awareness campaigns to increase understanding of the causes and risks of living on the streets, changing the public's attitudes, and increasing community support for street children; support for families living in poverty, such as financial support or child care assistance; financial support, vocational training, and employment assistance for street children. To reduce the number of street children and to persuade residents not to place excessive academic pressure on street students. It would also extend community viewpoints on topics like adverse verdicts as a result of this.

For future researchers, it is suggested that a wide range of strategies, such as affordable day care and education programs highlighting the fact that the majority of elementary students in this time are unable to develop and practice coping strategies in learning Science, be recommended to reduce identified risk factors for students to stop learning.

3. For the students, it is recommended that they maintain their eagerness to learn so that programs such as the Siyensiya sa Bangketa program can continue to serve and guide students who are experiencing different kinds of struggles towards learning.

For the educators, it is recommended that they continue to support programs such as the Siyensiya sa Bangketa program and encourage their own students to join so that it can continue to provide more knowledge to the students as back up from what they learn from their teachers.

For the educators, it is also recommended that they continue to support programs such as the Siyensiya sa Bangketa program and encourage their own children to join so that they will become engaged in learning even outside their classrooms.

For the community, it is also recommended that they support programs such as the Siyensiya sa Bangketa program so that it can have a wider scope of providing knowledge not just within the school but also among the community. This would further address the problems regarding societal education and for people with educational disadvantages.

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