

ASSESSMENT OF THE ADAPTIVE LEARNING SYSTEM IMPLEMENTATION IN SELECTED PRIVATE SCHOOL: BASIS FOR ENRICHMENT

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Abstract

The SARS-CoV-2 virus has transformed online education. During the pandemic, online schooling substituted face-to-face teaching. Students adapt to the new normal. Different institutions developed a technology-based adaptive learning program per the Department of Education's standards by implementing Learning Delivery Modalities for Formal Education to leverage online distance learning. Thus, Saint Francis of Assisi College (SFAC) sees an opportunity to provide an online program. The Franciscan Adaptive Learning Program (FALP) was adopted for 2020–2021. This study assessed the Franciscan Adaptive Learning Program (FALP) implementation and quality at Saint Francis of Assisi College, emphasizing objectives, content, strategies, and evaluation. A survey was used to collect the data from education stakeholders, primarily teachers and students. This research is a descriptive quantitative study. Three hundred eleven (311) junior and senior high school students and fifty-three (53) teachers were surveyed. Teachers' and students' evaluations were compared using a T-test for Independent Samples to determine whether there was a significant difference. Implementing the Franciscan Adaptive Learning Program (FALP) suggested that both students and teachers were satisfied with its effectiveness in terms of its objectives, content, strategies, and evaluation. In addition, the effectiveness of the online program's continuance and development needs monitoring, maintenance, and enhancement. As a result, a four-part action plan and a proposal to establish an Internal Quality Assurance Team (IQA) at Saint Francis of Assisi College to monitor the Franciscan Adaptive Learning Program (FALP) were submitted.

Keywords: Online Education, Online Distance Learning, Franciscan Adaptive Learning Program.

Introduction

Educational institutions around the globe are facing challenges because of the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). Online learning is being carried out to avoid face-to-face contact in emergency scenarios. The social distancing which was a basic requirement for reducing the community spread of COVID-19 has created a turning point for online education (LeBlanc, 2020; Moor, 2020). Students need to adjust to new roles of learning through information technology to succeed in academics during COVID-19. (Qazi et al., 2020).

Distance learning, also known as distance education, e-learning, or online learning, refers to a variety of different modes of instruction, including the use of technology to facilitate teacher-student or student-teacher communication even when they are physically separated or isolated from one another topographically. Online education is now widely regarded as the primary means through which students interact, connect with classmates and instructors, and continue their education (Khalili, 2020). Adaptive learning systems give students individualized learning experiences based on their characteristics and abilities. Studies have shown these systems to be effective learning resources (Li et al., 2018).

There are a number of universities in the Philippines that initiated distance learning prior to the pandemic, including Lyceum of the Philippines University-Manila Campus, which began in 2016 with their myLPU e-Learning Learning Management System, AMA University Online Education, which is the country's first fully online education program, and the University of the Philippines Open-University. According to Phirangee and Malec (2017), online education as synchronized and asynchronous distance learning is not new in academia, but it has mainly been viewed as supplementary to traditional in-person education caused by concerns with students feeling disengaged with teaching materials, fellow students, teachers, or the whole program.

Online Distance Learning is permitted in schools when both instructors and students have access to digital devices, as specified in Department of Education Memorandum DM-CI-2020-00162 Order on the Policy Guidelines for the Implementation of Learning Delivery Modalities for Formal Education. Schools may combine synchronous and asynchronous online instruction. Distance learning became critical for learners and educators worldwide during the COVID-19 era (Ali, 2020).

In the School Year 2020 - 2021, Saint Francis of Assisi College implemented the Franciscan

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Adaptive Learning Program (FALP) to address the needs of the learners during the pandemic. The whole concept of the Franciscan Adaptive Learning program revolves around the word “adaptive”. Adaptive means flexible. Franciscan Adaptive Learning Program (FALP) allows learners to learn regardless of their situation. It supports and addresses the learning needs of each of the learners through the use of various teaching methodologies. FALP is a learning program that implements the concept of blended or hybrid learning. It is a combination of virtual classroom session and independent learning session using Learning Management System (LMS). The online learning was found to be advantageous as it provided flexibility and convenience for the learners (Muthuprasad et al., 2021).

The Franciscan Adaptive Learning Program offers two modalities: The Online Distance Learning Program (ODLP) and Modular Distance Learning Program (MDLP). The ODLP is synchronous. Learners of the same section follow the same virtual class schedule. The ODLP has three modes of delivery. The first mode is the Guided Online Learning Session or GOLS. This refers to all live online learning activities with teacher assistance or interaction such as virtual discussion, tutorial, teleconference, or webinar. The second mode of delivery is the Consultation-Intervention Session or CIS. This refers to the period dedicated solely for academic consultations between learners and their teachers. Finally, the third mode of delivery is the Independent Learning Session or ILS which refers to the time devoted by the learners to accomplish assignments or worksheets, read, research or watch new or related topics. This allows learners to learn on their own. The Modular Distance Learning Program (MDLP) is an asynchronous program where learners study on their own using self-learning modules. The MDLP is delivered under the Franciscan Home Study Program.

Quality assurance is the process of confirming that a product or service will meet customer expectations. The online program's service is at the center of the quality management system, and the process of its implementation is monitored and regulated for quality. In order to generate information that is accurate, dependable, and sufficient for the intended goal of enhancing the Franciscan Adaptive Learning Program of Saint Francis of Assisi College System, the evaluation must be thorough and continual. Controlling quality at the strategic or organizational level is concerned with goals, management, and policies. Additionally, the assessment will confirm the program's tactical or functional level, which is concerned with general practices such as training, facilities (technology), and quality assurance operations, and finally, the operational level, which

is concerned with the standard operating procedures (SOP) and other aspects of day-to-day online teaching or operation.

One year following the first complete implementation of online distance learning, institutions, and particularly instructors, have developed online distance learning practices inside their educational contexts. On the other hand, there are emerging challenges in the design, development, and delivery of online distance learning. Institutions should be able to include all of these as inputs into the maintenance and continuous development or improvement of their courses or programs.

This study has initially assessed the adaptive learning system's implementation and the current quality of Saint Francis of Assisi College's Franciscan Adaptive Learning Program (FALP), specifically the Online Distance Learning Program (ODLP), after almost a year. Stakeholders in education, particularly teachers and students, were surveyed about their views toward its implementation. Respondents were asked on their perceptions of FALP's effectiveness.

The result of this study was used to develop program proposals and/or enhancements, as well as to develop and/or improve policies aimed at enhancing the Franciscan Adaptive Learning Program (FALP) of the Saint Francis of Assisi College System, with a particular emphasis on quality assurance for its implementation in the coming school years.

The researcher aims that through this study: learners will improve engagement in their learning process with the combination of virtual classroom sessions and independent learning sessions using the Learning Management System (LMS); the administrators and educators to offer a more flexible approach that requires no physical exposure to crowded classes, implement the concept of blended or hybrid learning, employ a diversified approach to the learning needs of each of the learners through the use of various teaching methodologies, and maintain the high standards of online teaching; the parents will be provided insights on how they can support and guide their children in adapting to the online environment and addressing their educational needs; the community will be assured that, as a result of this study, the quality education provided by Saint Francis of Assisi College's online program will be monitored on a regular basis and improved as necessary; additionally, with the implementation of the Franciscan Adaptive Learning Program, the program will be more accessible to learners and may help protect and safeguard learners from outdoor exposure to the virus; and, the future researchers will be encouraged to undergo further studies for the

improvement of the Online Distance Learning Program.

Conceptual Framework

This study is anchored on Louise Connelly’s course development model, in her article about Online Distance Learning: Assessment approaches she highlighted the need of creating an effective and engaging assessment for online distance learning programs. She said that when this approach is implemented, the assessment design is integrated into the overall course design process, as shown in the figure below. Additionally, she said that the critical factor to consider when designing online distance learning (ODL) courses is ensuring that technology does not become a barrier to learning and that course are flexible yet organized.

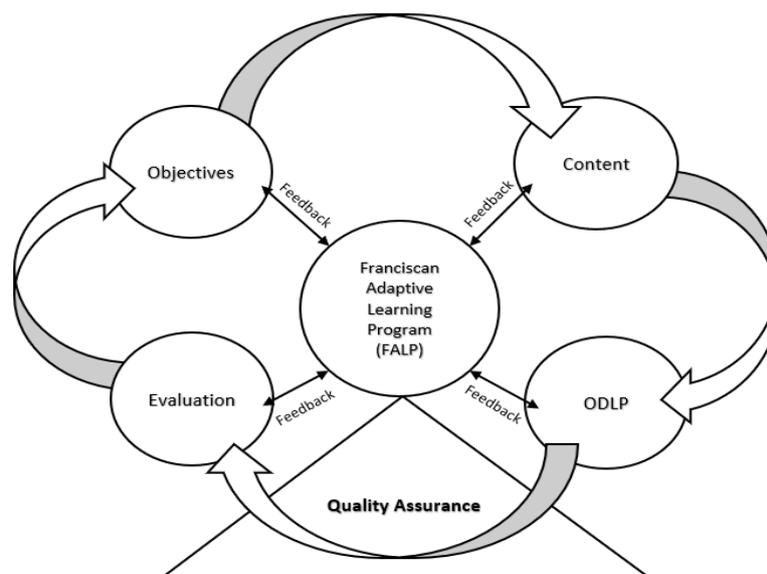
From Connelly’s educational point of view, continuous evaluation of student input and exploration of alternative assessment methods are necessary to guarantee that courses remain pedagogically sound and continue to be engaging and rewarding for students. The course design and technology play a crucial role in the execution of the storyboard’s components: content, objectives, and learning outcomes, which may be visualized through the implementation of strategies. In addition, having a strong, concise, and well-executed storyboard that is not influenced by technological problems may successfully engage students. If the components are interdependently working without issues, the knowledge transmission to students will be

successful, which might lead to an effective evaluation.

Using the aforementioned ‘storyboard’ paradigm, assessment design is often a collaborative effort between the academic and the e-learning developer. This article presents an original overview of online education and several evaluation strategies that are aligned with learning objectives. To help, the following information may be beneficial: (1) A list of learning objectives; (2) A summary of the program’s evaluation requirements for other program courses. This will guarantee that each course has a diverse and suitable evaluation; (3) Any technological constraints. Among them is the teacher’s and student’s internet capacity, which may provide technical difficulties; (4) Any innovative/creative evaluation methods. Submission of documents in a variety of forms, including audio-video, pdf, and jpeg.

Connelly emphasized the need of constant review of student feedback or input and other evaluation methods to ensure courses are pedagogically sound and continue to interest and reward learners. With the feedback and ongoing quality assurance on the Franciscan Adaptive Learning Program’s aspects (Objectives, Content, Strategies, and Evaluation) from learners and teachers, there may be a continual improvement and intervention as required.

The research paradigm of the study is illustrated below.



The figure shows that the quality assurance serves as the bedrock for the Franciscan Adaptive Learning program’s (FALP) four aspects, which are goals, content, methods - ODLP, and evaluation. The form

of the quality assurance as the diagram’s foundation is a triangle, which symbolizes a stable dynamic that implies constant strength. It monitors and supervises the cyclic model’s operation to ensure its

effectiveness. It ensures that institutes of online education provide excellent service to their online students. Constant monitoring and evaluation of the program's quality will assist in establishing and developing a successful blended learning environment for both instructors and students. The objectives of the Franciscan Adaptive Learning program relate to the results that FALP intends to achieve via its execution. Content involves the curriculum outline being used in the program. Strategies that focused on the ODLP which has three modalities the Guided Online Learning Sessions (GOLS) which refers to the synchronous online or virtual discussions, Consultation-Intervention Sessions (CIS) which is the one-on-one conference of the learner and teacher to give feedback and/or clarification with the lesson, and the Independent Learning Sessions (ILS) which is asynchronous wherein learners study on their own and work with their assignments and other activities. Evaluation refers to the different assessment tools, how these tools are used or executed and the strategies used to check if the objectives are achieved.

It is essential to verify each dimensions of the program for compliance on a regular basis in order to preserve the quality assurance of the program's integrity. This entails conducting an audit of the different modes of delivery to see whether or not they satisfy the established standards. Any deviations from the required standards must be rectified or made better as soon as possible.

The figure demonstrates that in order to enhance the FALP, it is necessary to conduct continuous monitoring and an active exchange of feedback at all levels and dimensions, led by the institution's established standards. These feedbacks from the assessment will be used to develop and implement necessary interventions across all FALP aspects. These interventions are intended to strengthen the four aspects of the Franciscan Adaptive Learning Program, including the alignment of objectives and content, faculty development through trainings to enhance methods/strategies in online teaching, and review/improvement proposal of set standards to promote the Franciscan Adaptive Learning Program (FALP).

Statement of The Problem

This study aims to determine the assessment of junior high school and senior high school teachers and students on the Franciscan Adaptive Learning System implementation in Saint Francis of Assisi College System - Las Piñas, Bacoor, and Taguig Campus, which will be the basis for program enrichment.

Specifically, this research seeks answers to the following questions:

1. What is the assessment of junior high school, and senior high school teachers on the Franciscan Adaptive Learning System implementation in terms of
 - 1.1 objectives
 - 1.2 content
 - 1.3 strategies
 - 1.4 evaluation?
2. What is the assessment of junior high school, and senior high school students on the Franciscan Adaptive Learning System implementation in terms of
 - 1.1 objectives
 - 1.2 content
 - 1.3 strategies
 - 1.4 evaluation?
3. Is there a significant difference in the assessment of the teachers and students in the Franciscan Adaptive Learning System implementation?
4. Based on the results, what is the proposed enrichment program?

Scope and Delimitation

The study is limited only on the assessment of the adaptive learning system implementation of Saint Francis of Assisi College specifically in the modality of Online Distance Learning (ODL). This study will not focus on the Modular Distance Learning (MDL) since it is under the Franciscan Home Study Program and has fewer respondents due to the enrollment.

The study will focus on the teachers and students of the Junior High and Senior High School campuses of Saint Francis of Assisi College - Las Piñas, Bacoor, and Taguig. Grade 9 and 10 students at the Junior High School and Grade 12 students in the Senior High School are the respondents. Grade 11 students will not be included in this study since they are new to the school and have not yet had the opportunity to explore the online program.

The researcher maintained an unbiased connection with the participants because the grade levels and campuses of the respondents have no direct relationship with the researcher. The researcher declares that: no financial or other support is received from any entity with an interest in the research work, and no other connections or actions appear to have jeopardized the research study.

Methodology

Research Design

This study is a quantitative type of research and it made use of the descriptive research design. According to Basias and Pollalis (2018), quantitative research is often defined as the systematic and empirical examination of phenomena via the use of statistics and mathematics, as well as

the manipulation of numerical data. The descriptive approach enabled the researcher to ascertain respondents' perceptions of the Franciscan Adaptive Learning Program's (FALP) efficacy at Saint Francis of Assisi College's Las Piñas, Bacoor, and Taguig campuses. A survey questionnaire was distributed to three categories of respondents: Junior High School students, Senior High School students, and teachers. The data collected from respondents was used to evaluate the success of FALP implementation.

The sampling technique that was used in this study is probability sampling, where every member of the target population has a known chance of being included in the sample, and sub-type is stratified sampling wherein it involved divisions into smaller sub-groups of the population.

Respondents of the Study

This study is focused on the assessment of the Franciscan Adaptive Learning Program implementation. The respondents were the Junior High School students (Grade 9 - 10), Senior High School students (Grade 12), and the teachers of Saint Francis of Assisi College - Las Piñas, Bacoor, and Taguig campus for School Year 2021 - 2022. The researcher selected Grades 9, 10, and 12 learners as respondents considering to their maturity in connection to their cluster level and, more significantly, since these grade levels were not new to the program. They have already participated in and experienced the online program that Saint Francis of Assisi College adopted in the 2020 - 2021 school year. Additionally, to evaluate the online program's implementation at the teacher's level, the researcher chose teachers who teach in grades 9, 10, and 12. Saint Francis of Assisi College - Las Piñas campus is situated in 045 Admiral Village, Talon 3, Las Piñas City, and is presently headed by Dr. Aries C. Roldan, the Principal. Bacoor campus is situated at 96 Bacoor Street, Cavite, and is now headed by Officer-in-Charge Principal, Mr. Charlito F. Fajut, and Taguig campus is located at 164 Holy Family Street, Taguig, Metro Manila, and is currently led by Principal, Dr. Gilbert C. Sibala.

The number of the student - respondents is 311 and the number of teacher - respondents is 53. The Junior High School and Senior High School teachers and students of Saint Francis of Assisi College - Las Piñas, Bacoor, and Taguig Campus were chosen to participate with the study due to the exposure and experience in navigating and exploring the program and system used by Saint Francis of Assisi College.

Instrument/s of the Study

The questionnaire was patterned and developed based on Mr. Mark Jhones P. Garo's research paper, "Assessment of the Implementation of Research -

Enhanced Curriculum of a Private School of Las Piñas: Basis for Program Enrichment". In his Questionnaire he used the four dimensions which are the objective, content, strategies, and evaluation. The created questionnaire that was based on his format was updated with the four dimensions, the objectives are based on the Franciscan Adaptive Learning Program, same is true with the content, and evaluation. The strategies were drafted on how the FALP was implemented. The questionnaire was submitted to the research adviser, Dr. Cynthia Zarate, and was validated.

Table 1: Cronbach's alpha Reliability Test Interpretation

Cronbach's alpha	Internal consistency
$\infty \geq 0.9$	Excellent
$0.9 > \infty \geq 0.8$	Good
$0.8 > \infty \geq 0.7$	Acceptable
$0.7 > \infty \geq 0.6$	Questionable
$0.6 > \infty \geq 0.5$	Poor
$0.5 > \infty$	Unacceptable

Data Collection and Analysis

Before the data gathering, the researcher secured a permission from the administrators of Saint Francis of Assisi College - Las Piñas, Bacoor, and Taguig campus through a submitted letter of request to conduct survey. The researcher selected learners in Grades 9, 10, and 12 as respondents considering their maturity in relation to their cluster level and, more importantly, because these grade levels were not new to the program. They have already participated in and gained experience with Saint Francis of Assisi College's online program, which began in the 2020 - 2021 school year. Additionally, the researcher chose teachers who teach in grades 9, 10, and 12 to evaluate the online program's implementation at the instructor level. When the letter from the administrator was approved, the researcher also asked permission from the parents of the students that are minors, to collect and analyze data from their children through a consent/assent form. The researcher ensured the safety of the respondents by following the standard health protocol for Covid-19 and the survey was done through an online platform.

The researcher then requested a meeting with the School Principals of the three campuses through online to discuss the most convenient schedule to conduct orientation and data gathering. Upon securing the schedule and all parental consent form/assent form is signed, the researcher instructed the student-respondents to sign the informed consent form to ensure that the respondents are properly advised on why data will be collected and analyzed.

An electronic survey was conducted with the usage of the google form for the respondents since it is the most accessible mode for this new normal, with google form it is easier, quicker, and safer to collect data. Automatically, it stored the responses in a worksheet that can only be accessed through google account login. The researcher is the only one who has the access to view the gathered data. The data gathered was kept in the personal Google Drive of the researcher for the purpose of security and confidentiality. After six months to a year, all data will be permanently deleted in the drive and all the hard copy will be destroyed. It will take a maximum of fifteen to thirty minutes to complete the survey questionnaire.

The first step that was done in gathering data is the orientation through their platform which is Schoology conference - Big Blue Button or zoom meeting for almost one hour. The researcher explained the purpose of the data collection and the process of completing the questionnaires. The researcher assured the confidentiality of the information given by the respondents and avoid any conflict of interest in answering the questionnaire that is free from any biases. In the survey that was conducted to the teachers of Bacoor and Las Piñas campus, since they were physically reporting to the campuses, the researcher personally went to the office of the principal to give the survey form and waited for a day and collected. Safety protocols were followed and maintained. Data gathering was carried from third week of October 2021 and the entire study was done within the school year of 2021-2022.

Upon collection of the responses from both student and teacher-respondents, the researcher tallied the results by creating a frequency distribution table. With the help of the statistician, the collected data was processed for analysis, interpretation, and presentation. The questionnaires used will be disposed by the researcher by means of burning and deleting all the soft copies of the data after six months to a year.

The respondents' participation in the research study assisted the researcher in the evaluation of Saint Francis of Assis College's Franciscan Adaptive Learning Program and in the development of an enhancement program that benefits the students, faculty, and stakeholders. The researcher expressed appreciation and emphasized that participation in the study is voluntary and/or comes with no monetary or in-kind reward for the participants.

The researcher maintained an unbiased connection with the participants because the grade levels and campuses of the respondents have no direct relationship with the researcher. The researcher

declared that: no financial or other support is received from any entity with an interest in the research work, and no other connections or actions appear to have jeopardized the research study.

Data Analysis

To facilitate the clear interpretation of the data, the following statistical methods and measures were employed:

1. To determine the assessment of students and teachers in Franciscan Adaptive Learning System implementation, arithmetic mean will be used. The formula mean is:

$$A = \frac{1}{n} \sum_{i=1}^n a_i$$

Where:

A = arithmetic mean; n = number of values; a_i = data set values

2. To determine if there is a significant difference in the assessment of students and teachers in the Franciscan Learning System Implementation, Independent Samples T-test will be used. The formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$s_p = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

\bar{x}_1 = Mean of first sample

\bar{x}_2 = Mean of second sample

n_1 = Sample size (i.e., number of observations) of first sample

n_2 = Sample size (i.e., number of observations) of second sample

s_1 = Standard deviation of first sample

s_2 = Standard deviation of second sample

s_p = Pooled standard deviation

Results and Discussions

1. What is the assessment of junior high school, and senior high school teachers on the Franciscan Adaptive Learning System implementation in terms of

- 1.1. objectives
- 1.2. content
- 1.3. strategies
- 1.4. evaluation?

Table 2: Overall Assessment of Teachers on the Franciscan Adaptive Learning - System Implementation

Criteria	Mean	Interpretation
Objectives	3.67	Very Effective
Content	3.53	Very Effective
Strategies	3.60	Very Effective
Evaluation	3.50	Very Effective
Grand Mean	3.58	Very Effective

Legend: Very Effective (4) 3.26-4.00; Effective (3) 2.51-3.25; Less effective (2) 1.76-2.50 Not effective (1) 1.00-1.75

Displayed in Table is the overall assessment of the teacher-respondents on the implementation of the Franciscan Adaptive Learning Program. Objectives got the highest mean of 3.67 and an interpretation of Very Effective. This implies that the objectives of the online program are understood by the teachers. Being at rank 1, this also implies that It is necessary to ensure that the teachers' grasp of the program's objectives remains intact. It recommends that regular monitoring, training, and orienting be carried out as a matter of course. According to According to Stoyanova and Yovkov, (2016) E-learning objectives correspond to traditional learning objectives, as well as to life-long learning objectives related to cognitive, affective and psychomotor domains.

This was followed by Strategies with a mean of 3.60 and an interpretation of Very Effective. This shows that the strategies that are implemented in the online program suggests to be maintained, monitored, and checked regularly through evaluation of teachers' performance and utilization of educational resources. According to Phan and Dang (2017), the key elements of distance learning education include factors such as preparation, attitude, technological ability, time constraints, pedagogy, and methodology. Being at rank 2, this also suggest that evaluation and feedback from teachers is important to check their needs relating to the effective implementation of the strategies of the online program.

Content ranked 3rd with a mean of 3.53 and an interpretation of Very Effective. This shows that the criteria of the content of the online program should also be maintained through monitoring and regular review and update of curriculum and other criteria. According to Uppal et al. (2018) The quality of e-learning also relies on the learning materials

provided by various online courses and the enticement of the course website. It suggests that the quality of online courses is dependent not only on the content of the learning itself but also on the content of the course.

Evaluation got the lowest mean of 3.50 but was still assessed by the teacher-respondents as Very Effective. This shows that teachers were satisfied with the content, complexity of the assessments. Furthermore, the quality of the assessment should be maintained, checked for alignment on the standard learning competencies, and updated regularly. According to Stoyanova and Yovkov, (2016) evaluation in e-learning aims at defining quality and fitness by means of such instruments as tests in most cases.

Generally, the assessment of all the teacher-respondents on the implementation of FALP is "Very Effective" based on the overall mean of 3.58.

2. What is the assessment of junior high school, and senior high school students on the Franciscan Adaptive Learning System implementation in terms of
 - 2.1 objectives
 - 2.2 content
 - 2.3 strategies
 - 2.4 evaluation?

Table 3: Overall Assessment of Students on the Franciscan Adaptive Learning - System Implementation

Criteria	Mean	Interpretation
Objectives	3.31	Very Effective
Content	3.37	Very Effective
Strategies	3.41	Very Effective
Evaluation	3.39	Very Effective
Grand Mean	3.37	Very Effective

Legend: Very Effective (4) 3.26-4.00; Effective (3) 2.51-3.25; Less effective (2) 1.76-2.50 Not effective (1) 1.00-1.75

Displayed in Table is the overall assessment of the student-respondents on the implementation of the Franciscan Adaptive Learning Program. Strategies got the highest mean of 3.41 and an interpretation of Very Effective. Being at rank 1, this implies that there is a need to maintain the effective strategies in implementing the online program. Thus, monitoring and regular updates are essential to sustain the program. Educational Assessment Standards are guidelines for evaluating student learning results. Educator evaluation criteria include general, planning, implementation, processing and reporting, and usage criteria. Proper application of these strategies by school administrators could enhance

and promote quality assurance (Osuji, & Etuketu, 2019).

This was followed by Evaluation with a mean of 3.39 and an interpretation of Very Effective. This indicates that students are satisfied with the written assessments that their teachers have developed and implemented in their classes. The students' activities and homework should also be interactive and suited to the learners to catch their interest (Priniski et al. 2016). With that, innovations are needed for distance learning education and for embracing the trend in education 4.0, which promotes the use of the E-instructional system, enabling learners' autonomy achievement and implementing task-based and performance-based on specific learning goals (Hussin, 2018). Being at rank 2, this also suggests that there is a need for monitoring and review or update of the content and complexity.

Content ranked 3rd with a mean of 3.37 and an interpretation of Very Effective. This implies that the students believe that the online program was implemented in alignment to the school's vision and mission and with the DepEd's curriculum and the arrangement of lessons were effectively executed. In addition, this suggests regular monitoring and update of the different criteria of the online program's content is also essential - the alignment of

the curriculum and the allotment of time for each session to ensure student's mastery of the lesson. A thorough diagnosis of the online program's present quality and a reflection on what should be changed or improved and what should not be updated to ensure its continued high quality (Eby, 2015).

Objectives got the lowest mean of 3.31 but was still assessed by the student-respondents as Very Effective. This shows that students should understand the objectives of the online program. This suggests a re-orientation to the students at the start of the school year or semester to grasp the goals or outcomes of the online program or a refresher course can also be done. It is essential that teachers and students, the primary users of these eLearning resources, go through orientation, training, and adapting to the interface (Laskaris, 2016).

Generally, the assessment of all the student-respondents on the implementation of FALP is "Very Effective" based on the overall mean of 3.37.

3. Is there a significant difference in the assessment of the teachers and students in the Franciscan Adaptive Learning System implementation?

Table 4: Significant Difference in the Assessment of Teachers and Students in the Franciscan Adaptive Learning System Implementation

		Levene's Test for Equality of Variances	t-test for Equality of Means				Reject/ Accept H0	Interpretation
		F	Sig.	t	df	Sig. (2-tailed)		
Objectives	Equal variances assumed	6.660	.010	5.173	362	.000	reject H0	significant difference
	Equal variances not assumed			6.338	87.110	.000		
Content	Equal variances assumed	4.993	.026	2.319	362	.021	reject H0	significant difference
	Equal variances not assumed			2.613	79.049	.011		
Strategies	Equal variances assumed	9.260	.003	2.624	362	.009	reject H0	significant difference

	Equal variances not assumed			3.216	87.173	.002		
Evaluation	Equal variances assumed	3.825	.051	1.553	362	.121		
	Equal variances not assumed			1.752	79.176	.084	accept H0	no significant difference
Overall Implementation	Equal variances assumed	8.308	.004	3.233	362	.001		
	Equal variances not assumed			3.963	87.166	.000	reject H0	significant difference

*T-value is considered under equal variances assumed if F value is significant; T value is considered under equal variances not assumed if F value is not significant

The table shows the result that would determine the difference in the assessment of teachers and students in the Franciscan Adaptive Learning System implementation. The Four categories/dimension namely objectives, content, strategy, and evaluation are used in order to measure the difference of the two variables.

The t-values for Objectives is 5.173, (significant at $0.000 < 0.05$ significance level); for Content is 2.319 (significant at $0.021 < 0.05$ significance level); for Strategies is 2.624 (significant at $0.009 < 0.05$ significance level) and Overall Implementation is 3.233 (significant at $0.001 < 0.05$ significance level). There is a significant difference in the assessment of teachers and students in the Franciscan Adaptive Learning System implementation in terms of objectives, content, strategies and overall implementation. The null hypothesis is rejected. Teachers have a deeper awareness and expertise of the objectives, content, and strategies of online program delivery and implementation. According to Pat-El et al. (2013), assessment for learning as a strategy of promoting learning requires a "match" or shared attentiveness between student and teacher in order to be successful. However, students and teachers may have different perspectives on the objectives and process of classroom evaluation designed to improve learning.

However, the result for the category Evaluation indicates that there is no significant difference, the t value for Evaluation is 1.752 (not significant at $0.084 > 0.05$ significance level). There is no significant difference in the assessment of teachers and students in the Franciscan Adaptive Learning System implementation in terms of evaluation. In the study of Chan & Luk (2021) it was discovered that instructors and students have similar

perspectives about the significance of comprehensive competence assessment and grading preferences. The null hypothesis is accepted. It implies that both teachers and students have the same understanding of the many evaluations being implemented in the online program, including the quarterly test and quizzes.

Even if one of the four categories/dimensions show different interpretation, the overall result reject the null hypothesis and prove that there is a significant difference on the assessment of teachers and students in the Franciscan Adaptive Learning System Implementation.

To supplement the quantitative results, the researcher interviewed selected students and teachers. Using the in vivo coding of data, teacher-participants stated that Saint Francis of Assisi College clearly communicated the objectives/goals and content of the online program through seminars/webinars. Similarly, student-participants stated that the objectives were communicated during the orientation and webinars. However, some student-participants stated that the objectives and content of the online program (FALP) were not clearly stated. According to the interview, the online program helped both teachers and students adapt to the new normal. Having access to education throughout the epidemic allowed them to communicate with their teachers and classmates. With the assistance of the administration, the transition from traditional classroom teaching to online teaching was seamless for teachers, allowing them to deliver without worry of pandemic-related barriers.

The participants also stated that the strategies of the online program, Franciscan Adaptive Learning

Program, namely: Guided-Online Learning Sessions (GOLS); Consultation-Intervention Sessions (CIS); and Independent Learning Sessions (ILS), were implemented effectively and applicable because they provided different ways for the students to learn. Additionally, it provided direct guidance for the students when learning. Students were given the opportunity to learn on their own at their own pace, while the CIS allowed a one-on-one discussion between a student and teacher if needed.

According to the participants, the following should be considered for improvement: Each session's lesson or topic time allocation should be reviewed. In addition, the program should be more engaging and the assessment schedules should be posted in a timely manner. In terms of the implementation, participants suggest the improvement of Consultation-Intervention and Independent Learning Sessions, time allotment, stability of the internet connection, and teachers' engagement and strategies.

The evaluation of the Franciscan Adaptive Learning Program conducted by the administrators of basic education during the Fourth Quarter of School Year 2020-2021 revealed a mean of 4.54 interpreted as "Very Good" at the Grade 12 level and a mean of 4.09 interpreted as "Good" at the Grade 9 level. Saint Francis of Assisi College has maintained its enrolment rate for the 2021-2022 school year based on the assessment results presented. The table can be found in the appendices.

4. Based on the results, what is the proposed enrichment program?

The result of the study conducted on the effectiveness of the implementation of adaptive learning system - Franciscan Adaptive Learning Program (FALP) revealed that the online program is indeed effectively implemented. The following are the proposed output-action plan that was based on the presented criteria that received the low ranks:

Table 5: Action Plan for the Maintenance / Enrichment of the Franciscan Adaptive Learning Program (FALP)

Areas of Concerns	Objectives	Activities	Schedule	Budget	Success indicator
Objectives Implements the concept of blended or hybrid learning. (Mean: 3.19 interpreted as "Effective")	Disseminate the concept of blended or hybrid learning to students.	Conducts in a classroom-based orientation about FALP.	First day of classes for School Year 2022 - 2023.	5,000 Php	To achieve mean of 3.26 - 4.0 with an interpretation of "Very Effective" to close the gap.
Content Mastery of the lesson (Mean: 3.23 interpreted as "Effective")	Propose the review, update, and improvement of the curriculum maps, specifically the time allotment of each lesson/topic.	Conduct a meeting with the Academic Council - Program Supervisors and their core group.	Summer Break - INSET (2 days)	15,000 Php	To achieve mean of 3.26 - 4.0 with an interpretation of "Very Effective" to close the gap.
Strategies Difficulty of task assigned to learners (Mean: 3.28 interpreted as "Very Effective")	To enhance teachers' strategies/methods and techniques in creating assessments in implementing the standards of FALP.	Conduct seminars on different teaching strategies, techniques, and application relating to test/question making and online teaching.	Summer Break - INSET (2 days)	70,000 Php	To maintain and/or achieve a higher mean of 3.29 - 4.0 with an interpretation of "Very Effective"

Evaluation	To maintain the level of complexity of the instruction materials with the student's level of understanding.	Conduct a meeting with the academic council- program supervisors (Math) and core group.	Summer Break - INSET (2 days)	15,000 Php	To achieve mean of 3.26 - 4.0 with an interpretation of "Very Effective" to close the gap.
Problem set (Mean: 3.23 interpreted as "Effective")					
TOTAL				105,000 Php	

Conclusion

Considering the above-mentioned results, the following conclusions were drawn:

1. The Franciscan Adaptive Learning Program (FALP), in terms of objectives, content, strategies, and evaluations were effectively implemented by Saint Francis of Assisi College - Las Piñas, Bacoor, and Taguig Campuses as assessed by the student and teacher respondents.
2. The successful implementation of the Franciscan Adaptive Learning Program (FALP) lies in the collaborative effort of the administrators, teachers, students, and other stakeholders.
3. The Franciscan Adaptive Learning Program (FALP), is a process that have standards. Thus, the need of monitoring is essential and required.
4. The creation of an Internal Quality Assurance (IQA) Team is needed in order to facilitate the monitoring and maintenance of the processes of the Franciscan Adaptive Learning Program (FALP) and Saint Francis of Assisi College.

Recommendations

Based on the above results and conclusions, the following are recommended:

1. Students should be oriented to the concept of blended or hybrid learning. The program's objectives should be clearly discussed with the students to fully understand its importance. This orientation, or refreshers, should be done on the first day of classes, virtually.
2. The maintenance of the effectiveness of the Franciscan Adaptive Learning Program (FALP), in terms of objectives, content, strategies, and evaluations were effectively implemented by Saint Francis of Assisi College. Thus, there should be an IQA team that will monitor the processes, checking of standards, give feedback, intervention, and/or propose improvement and innovation.
3. To maximize and maintain the effectiveness of the program, content and evaluation criteria should be monitored and revised as necessary. Design the FALP curriculum in accordance with the Department of Education's MELCs and the school's vision and mission. Additionally, periodic assessment and verification of

instructional materials and formative assessments should be conducted to ensure their complexity. Finally, the time of each session should be appropriate for the difficulty of the lesson's content and the student's mastery of the lesson.

4. Because the Franciscan Adaptive Learning Program (FALP) was implemented for two years, more studies are highly recommended to examine its advantages and areas for improvement. The researcher recommends that the future researcher should conduct studies such as: assessment of the implementation of the Franciscan Adaptive Learning Program (FALP) on a larger scale where all campuses of SFAC are involved; a more conclusive assessment by involving more stakeholders; and/or the utilization of the instrument to assess the implementation of the Franciscan Flexible Learning Program (FFLP) that will be implemented for School Year 2022-2023, wherein SFAC will go hybrid having limited face-to-face and continuing online.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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