

## Research Article

# THE SUCCESSFUL COMMUNITY AND EDUCATIONAL IMPACT OF THE ADOPT-A-SCHOOL PROGRAM OF BATAAN PENINSULA STATE UNIVERSITY DINALUPIHAN CAMPUS

\* Sunshine M. Salenga-Talavera, Ph.D

Bataan Peninsula State University, Philippines.

Received 25<sup>th</sup> September 2025; Accepted 26<sup>th</sup> October 2025; Published online 30<sup>th</sup> November 2025

## INTRODUCTION

The Bataan Peninsula State University (BPSU) Dinalupihan Campus has an extension program known as "Adopt-A-School and Mentoring Program". This program is part of the university's wider commitment to community extension services.

**Program Name:** Adopt-A-School and Mentoring Program

**Implementing Campus:** BPSU Dinalupihan Campus

**Focus:** This is one of several community extension projects undertaken by the university to meet various social and educational needs within Bataan province.

**Partnerships:** BPSU collaborates with external agencies, including the Department of Education (DepEd), local government units (LGUs), and other private entities, to implement its various extension programs. The "Adopt-A-School Program" is a flagship community extension initiative led by the Bataan Peninsula State University (BPSU) Dinalupihan Campus. Designed to bridge resource gaps in geographically isolated educational institutions, the program targets public schools facing challenges in infrastructure, learning resources, and student literacy. The initiative fosters strategic partnerships with local government units (LGUs), community organizations, and the Department of Education (DepEd) to deliver holistic support and mentorship, embodying the university's commitment to community empowerment and regional development.

## METHODOLOGIES

The following discussions comprise a series of qualitative interviews conducted by Dr. Sunshine S. Talavera from the Bataan Peninsula State University (BPSU) Dinalupihan Campus with various stakeholders at Legua Integrated School. The primary objective was to evaluate the efficacy and impact of the BPSU Dinalupihan Campus's community extension initiative, known as the "Adopt-A-School Program."

The participants included school administrators and community members. The conversations focus specifically on two core components of the program: a targeted **Tutorial Assistance** for struggling students and comprehensive **Parenting Seminars** for local families.

These interviews collectively detail the challenges faced by the remote, upland school—from student literacy struggles and teacher

stress to parental engagement issues and logistical barriers. The comprehensive analysis that follows summarizes the anecdotal evidence, behavioral shifts, and community impacts, highlighting the program's perceived success in providing focused, third-party intervention and fostering holistic community development.

The results of the Bataan Peninsula State University (BPSU) Dinalupihan Campus "Adopt-A-School Program" at Legua Integrated School were analyzed using a mixed-methods approach, synthesizing qualitative themes from stakeholder interviews with anecdotal quantitative data (perceptions of frequency, scale, and satisfaction). The implementation of the Adopt-A-School Program is multi-faceted, utilizing a combination of partnership development, needs assessment, direct intervention, and monitoring:

### 1. Needs Assessment and Partnership Formation

- **Identification of Partner School:** The BPSU Extension Office identifies schools in need, such as Legua Integrated School, an "upland" location facing specific logistical and academic challenges.
- **Stakeholder Collaboration:** BPSU collaborates with school coordinators (e.g., BrigadaEskwela coordinators), LGU officials, and local community leaders to secure buy-in and tailor the intervention to specific local needs.
- **Formal Agreements:** The program is solidified through formal "tie-ups" and agreements, establishing roles and responsibilities for all involved parties.

### 2. Program Design and Intervention Delivery

- **Targeted Academic Support:** The core methodology involves deploying "Brigada Tutors"—BPSU faculty, staff, and alumni volunteers—to provide direct, focused instruction in critical areas, primarily **reading and numeracy** for struggling primary students.
- **Engaging Pedagogy:** Volunteers utilize creative and engaging teaching strategies, incorporating games, storytelling, and customized instructional materials to maintain high student motivation and attendance.
- **Integrated Support Systems:** The methodology extends beyond academics to include wrap-around services:
  - **Parental Education:** Conducting seminars (e.g., parenting seminars) to empower parents and ensure their active involvement in their children's education.
  - **Resource Provision:** Leveraging partnerships to provide material aid such as school supplies, health/nutrition

programs (feeding programs), and infrastructure improvements.

**Logistics and Sustainability**

- **Logistical Adaptability:** Volunteers adapt to difficult transportation challenges (tricycles, walking, etc.) to ensure consistent service delivery to remote areas.
- **Leveraging Community Resources:** The program actively fosters a "domino effect," encouraging external organizations to contribute resources (transportation, food donations) based on BPSU's initial commitment, thereby enhancing the program's sustainability and reach.
- **Continuous Monitoring:** Program continuity involves ongoing communication and feedback loops (as seen in the interview process) to monitor impact and adapt future interventions.

**RESULTS AND DISCUSSIONS**

The interview centers on the Bataan Peninsula State University (BPSU) Dinalupihan Campus's "Adopt-A-School Program" at Legua Integrated School, an upland institution facing literacy challenges. Through the program, BPSU provided "Brigada Tutors" focusing on reading and numeracy, utilizing creative methods like games and instructional materials, which resulted in positive impacts on student attendance, linkages with local government units and organizations for additional support like feeding programs and supplies, economic relief for low-income parents, and enhanced parental involvement through seminars. The Bataan Peninsula State University (BPSU) Dinalupihan Campus implemented a significant community extension initiative called the "**Adopt-a-School Program**" at the remote Legua Integrated School to tackle literacy and numeracy challenges. The program provided "Brigada Tutors" who focused on improving students' reading and counting skills.

**Key Points from the Interview Summary:**

- **Interviewee and Role:** Teacher H at Legua Integrated School, acted as the BrigadaEskwela coordinator and initiated the partnership with BPSU.
- **The Problem:** The school is in an isolated, upland area, and many students were struggling with basic literacy and numeracy skills.
- **BPSU's Focus:** The extension program primarily concentrated on **reading and counting** skills through tutorial sessions.
- **Personnel:** Tutors were BPSU Dinalupihan Campus teachers and alumni who volunteered their services.
- **Methods and Impact:** Tutors used creative instructional materials and games, which significantly improved student attendance and engagement.
- **Community Linkages:** The BPSU initiative catalyzed broader community support, leading to partnerships with local government units (LGUs) and other organizations that provided supplementary help like feeding programs and school supplies.
- **Socio-Economic Relief:** The donations provided economic relief to the low-income farming families in the area.
- **Parental Engagement:** BPSU also conducted parenting seminars, educating mothers and fathers about their vital, productive role in their children's education, emphasizing shared responsibility with the school.
- **Gratitude:** Teacher H rated the BPSU team's dedication a perfect 10/10 due to the distance they traveled and the

continuous support provided, expressing sincere thanks for reaching out to their distant community.

The interviewee provided subjective feedback (e.g., a "10/10" rating for passion), but no specific data points, surveys, or quantitative metrics were discussed that would allow for a mathematically sound percentage calculation.

However, the **perceived level of impact** in different areas as described by Teacher H:

Area of Impact	Perceived Level of Success (Based on Interview)	Supporting Statements/Evidence from Interview
Student Attendance	High	"The children continued to attend." "All of the identified students attended."
Teacher Passion/Dedication	Very High	Rated as "10/10" due to the difficulty of travel to the remote location.
Educational/Academic	High	Struggling readers learned through creative methods (games/materials); resulted in functional literacy improvements (4Bs program).
Community/Linkages	High	Created a "domino effect" where LGUs and other organizations became active partners.
Parental Involvement	High/Moderate	Parents moved from "passive" to "active and supportive" after attending parenting seminars.
Socio-Economic	Moderate	Provided relief to low-income families via free school supplies and feeding programs, reducing financial burden.

In summary, the program's impact, according to the Legua Integrated School representative, was overwhelmingly positive across all discussed areas.

The discussion focused on the effectiveness of the BPSU Dinalupihan Campus extension program at Legua Integrated School and the resulting community impacts.

The key points are:

- **Teaching Methods:** The BPSU extensionists used creative strategies, instructional materials, storytelling, and games, which delighted the children [Interviewee].
- **Effectiveness and Attendance:** The interviewee confirmed the methods were highly effective. Student attendance was consistent, and all identified struggling students participated [Interviewee].
- **Community Linkages (Domino Effect):** The BPSU program created significant linkages, acting as a catalyst for broader support. Local government units (LGUs) and other organizations joined the effort, providing supplementary services like feeding programs, as well as transportation for the BPSU volunteers [Interviewee].
- **Logistical Challenges:** The school is remotely located with poor road access. BPSU extensionists demonstrated high dedication by traveling using various means—tricycles, bikes, walking, and even horseback—to reach the school [Interviewee].
- **Rating of Dedication:** The interviewee rated the passion and commitment of the BPSU extension team a perfect **10/10**, primarily due to the distance they were willing to travel and the continuity of the support provided (which also included seminars for parents) [Interviewee]. The program's success is best summarized by its interconnected impacts across different

domains, drawing from both qualitative descriptions and inferred quantitative results.

child's education, emphasizing that responsibility should not rest solely with the school.

Impact Area	Qualitative Results (Description of Change)	Quantitative Results (Inferred/Anecdotal Data)
Academic/Educational	Improved literacy and numeracy skills among struggling primary students; enhanced curriculum through localized teaching methods; children were highly engaged with games and creative instructional materials.	Focus areas: Reading & Numeracy. Students were "identified struggling readers."
Social/Parental	Shift from parental passivity to active support; increased awareness of parental role in education through BPSU-led seminars; economic relief for low-income families via free supplies/food programs.	Parental seminars held continuously. Perceived 100% student attendance.
Community/Linkages	Program catalyzed a "domino effect," prompting LGUs and other organizations to provide wrap-around support (transport, food, supplies); strengthened town-gown relations despite geographical barriers.	Extensionist dedication rated 10/10. Multiple organizations/LGUs participated.

**Final Statement**

The interviewee, Teacher, concluded by expressing profound gratitude to the BPSU Dinalupihan Campus for its commitment:

*"Thank you very much BPSU Dinalupihan for supporting the projects, programs, and activities of Legua. Even though we are far away, you reached out to us. Thank you very much and God bless."*

**Summary of the Discussions (English)**

The interview focused on the personal experience of a guardian with a student benefiting from the BPSU Dinalupihan Campus "Adopt-A-School Program."

**The Role of the BPSU Program**

The BPSU program provided vital support, specifically through dedicated tutorial sessions that supplemented the regular classroom instruction.

- **Individualized Attention:** The guardian noted that the tutorial setting allowed for focused attention, which was difficult to achieve in a crowded classroom.
- **Material Support:** BPSU also provided school supplies (like pencils), which helped motivate the children.

**Transformation and Impact of the Program**

The program resulted in clear, positive changes in academic abilities and behavior:

- **Academic Progress:** D is now in Grade 3 and has significantly improved. She reads Tagalog quickly and is gradually (*utay-utay*) learning to read English. She is also proficient in counting, addition, subtraction, and multiplication.
- **Behavioral Change:** The previous fear and shyness have disappeared. The guardian noted that D no longer cries when asked to read, demonstrating a massive positive behavioral shift.
- **Practical Life Skills:** The brief interaction with D confirmed she understands the practical importance of counting for daily life tasks like shopping at a store.

**CONCLUSION**

Ms. K expressed profound gratitude to the BPSU Dinalupihan Campus. She emphasized that such programs are highly beneficial for students in Legua who are struggling with foundational reading and counting skills. The focused, one-on-one attention provided by the tutors made a substantial impact on her niece's educational journey.

The analysis of the interview with Ms. K, a guardian of a student beneficiary, provides rich qualitative insights into the BPSU Dinalupihan Campus "Adopt-A-School Program."

The interviewee's statements reveal several critical themes concerning the student's journey

The interview provides strong anecdotal evidence of impact, but these are based on subjective observation rather than verifiable data metrics.

**SUMMARY OF DISCUSSION SEGMENTS**

**Student Demographics and Parent Seminars**

The interview confirmed the student age groups benefiting from the program:

**Current Students:** Approximately 8 to 9 years old.

**Pioneer Students:** Were around 7 years old when the program started (Primary level).

The conversation then shifted to the support provided to parents:

**Parental Education:** BPSU's "Adopt-a-School" program included parenting seminars for the mothers and fathers of the students.

**Perceived Impact on Parents:** The interviewee confirmed that parents strongly feel the positive impact of the program and that their children are available to be interviewed about their experiences.

**Broader Community and Economic Impact**

The discussion highlighted significant knock-on effects within the community:

**Active Engagement:** The program motivated parents, LGUs, and other organizations to become *active and supportive* in various school projects, moving away from being *passive* participants.

**Domino Effect:** The initial help from BPSU created a "domino impact" where different groups volunteered aid in a continuous chain, providing food, school supplies, and other necessities.

**Economic Relief:** This aid provided substantial economic relief to the predominantly low-income farming families, as they received essential supplies for free.

**Empowered Parenting:** The seminars, specifically those led by "Mam Pascual," opened the parents' minds to their crucial role in their

Metric	Result (Anecdotal/Inferred)	Source Statement
Academic Improvement (Reading)	Significant improvement in Tagalog, gradual improvement in English.	"Medyomabilisnaposyasapagbabasangtagalog saenglishpomediyoutayutaypo"
Academic Improvement (Math)	Proficient in basic operations.	"alamniyanarinpoyung addition and subtraction, multiplication po"
Behavioral Change (Crying)	Eliminated.	"kaninapohindikoponakitasyaumiyak. Sa palagayniyuponagkaronngmalaking impact?" (Interviewer observing the student)
Student Demographics	Primary Level (Pioneer age 7; currently 8-9 years old)	"siyapongayon ay grade 3... nasa primary po"
Motivation/Engagement	High.	"Natutuwaposiyasabinigayna school supplies noon."

Aspect of Impact	Qualitative Results (Descriptive Evidence from Interviews)	Quantitative Results (Inferred/Anecdotal Data)
Academic & Educational	<ul style="list-style-type: none"> <li>- Struggling students improved foundational literacy/numeracy skills (reading, counting, basic math operations).</li> <li>- Tutors used engaging, creative methods (games, storytelling, individualized materials).</li> <li>- The program successfully reduced student "frustration levels" with reading tasks.</li> </ul>	<ul style="list-style-type: none"> <li>- 100% perceived attendance rate for tutoring.</li> <li>- Student age range: 7 to 9 years old (primary level).</li> <li>- Tutorial duration: Approximately 4 hours per session.</li> </ul>
Social & Behavioral	<ul style="list-style-type: none"> <li>- Students became less shy and more engaged.</li> <li>- Parents transitioned from "passive" to "active and supportive" participants in school projects.</li> <li>- Significant behavioral shifts observed (e.g., student stopped crying when asked to read).</li> <li>- Improved communication skills modeled and taught to parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher dedication rated 10/10 (highest score).</li> <li>- Parental anger/nagging habits reportedly reduced by ~50% after seminars.</li> </ul>
Community & Operational	<ul style="list-style-type: none"> <li>- The program created a "domino effect," attracting support from LGUs and other NGOs (food, transport, supplies).</li> <li>- Workload and stress of Legua teachers were "lightened" and "reduced."</li> <li>- The BPSU team showed high dedication despite difficult access (walking, tricycle, horseback travel).</li> </ul>	<ul style="list-style-type: none"> <li>- Program impact rated 10/10 by both guardian and parent.</li> <li>- Tutors worked in a one-on-one student-to-tutor ratio.</li> <li>- Seminars conducted yearly during BrigadaEskwela.</li> </ul>
Economic	<ul style="list-style-type: none"> <li>- Provided direct economic relief to low-income farming families via free school supplies and feeding programs.</li> </ul>	<ul style="list-style-type: none"> <li>- N/A (No specific monetary figures provided, but perceived impact was high).</li> </ul>

**Improvement in Foundational Skills:** A guardian reported noticeable progress in their niece's academic performance (fluent Tagalog reading, gradual English reading ability, proficiency in basic math operations).

**Duration/Ratio:** Tutorial sessions lasted approximately 4 hours, utilizing a one-on-one student-to-tutor ratio.

**2. Social and Behavioral Impact: Parent Empowerment and Behavioral Change Qualitative Results:** The parenting seminars provided a crucial lens through which parents could evaluate their roles and communication styles. The central theme learned was the importance of open, calm communication over anger or frustration. Participants reported immediate behavioral changes at home, moving from passive parenting to active involvement. A specific anecdote noted the elimination of a student's previous "crying reflex" when asked to read.

**Teacher/Parent Satisfaction:** Both the guardian and a parent rated the overall program impact and dedication of the BPSU team a perfect 10/10.

**Behavioral Adjustment:** One parent estimated her use of a "nagging" communication style had decreased by half after implementing lessons from the seminar.

**Seminar Frequency:** Parenting seminars were conducted yearly, integrated into the *BrigadaEskwela* activities.

**3. Community and Operational Impact: Linkages and Burden Reduction Qualitative Results:** The BPSU program served as a catalyst for a community-wide "domino effect." The university's commitment motivated local government units (LGUs), barangay officials, and other organizations to contribute supplementary aid (food, supplies, and crucially, transportation for volunteers). The intervention also significantly "lightened the load" and reduced the frustration levels of the overextended school teachers, who were sacrificing their own lunch breaks for tutoring.

**Quantitative Results (Anecdotal):**

- Volunteer Dedication:** Teacher-in-Charge rated the passion of BPSU extensionists a 10/10, acknowledging their commute over difficult terrain (tricycles, walking, horseback).
- Stakeholder Participation:** Multiple community organizations and LGU officials were mobilized to provide support logistics following BPSU's initial intervention [Divine].

**Recommendations**

Based on the comprehensive results of the BPSU Dinalupihan Campus Adopt-A-School Program, the following recommendations are suggested to sustain and scale the successful initiatives:

**Program Continuation and Expansion**

- Institutionalize the One-on-One Tutoring Model:** The "one-on-one" tutorial approach proved highly effective in addressing student frustration and improving attendance. It is recommended that BPSU formalize this methodology as a best practice and allocate specific resources (volunteer hours, materials) to maintain this low student-to-tutor ratio.
- Sustain the Parenting Seminars:** The seminars had significant behavioral and social impacts on parents (e.g., improved communication, reduced stress). BPSU should ensure the "EduChild Parenting Seminar" is a permanent, annual

**Overall Educational and Community Impact**

**Student Engagement:** 100% perceived attendance rate among identified struggling students during tutorial sessions.

component of their extension services, potentially offering refresher courses or advanced topics.

3. **Expand the Age Bracket for Tutorials:** The current program focuses on primary-level students (ages 7-9). Given the positive results, BPSU could explore scaling the tutorial assistance to intermediate levels, focusing on more complex subjects like multiplication and division, which were identified as areas of struggle.

### Partnership and Operational Improvements

4. **Formalize LGU and NGO Linkages:** The "domino effect" of community support was a major success. BPSU should establish formal Memorandum of Agreements (MOAs) with barangay officials and local NGOs to secure consistent funding, material aid (school supplies, food), and reliable transportation for volunteers, reducing reliance on *ad hoc* arrangements.
5. **Develop a Sustainable Transportation Plan:** The high dedication of volunteers was noted, but relying on tricycles, walking, or horses is not a sustainable model. Formal partnerships with LGUs should include a dedicated, subsidized transportation plan to ensure volunteer safety and consistent service delivery to remote areas like SitioLegua.
6. **Integrate BPSU Program into the School Calendar:** To maximize efficiency and visibility, the "Adopt-A-School" activities should be formally integrated into the Legua Integrated School academic calendar, moving beyond the *BrigadaEskwela* period to provide continuous support throughout the school year.

### Monitoring and Evaluation

7. **Implement Formal Quantitative Assessments:** While qualitative feedback was excellent (10/10 ratings), future iterations of the program should incorporate pre- and post-intervention assessments (e.g., standardized reading fluency tests, numeracy quizzes) to scientifically measure student academic improvement and provide empirical data on the program's impact.
8. **Conduct Long-Term Impact Studies:** The program showed short-term success in reducing student frustration. Future research should track these students to see the long-term impact on academic performance, high school completion rates, and overall quality of life.

\*\*\*\*\*