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6<sup>th</sup>

# CAVITE RESEARCH CONFERENCE BOOK OF ABSTRACTS

*Impact, Excellence, and Beyond: Enhancing  
Research Performance through Dissemination  
and Utilization*

February 6-10, 2023

Villa Excellance Beach & Wave Pool Resort, Tanza, Cavite



**6<sup>th</sup> Cavite Research Conference  
(CARE CON)  
Book of Abstracts  
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Department of Education  
Schools Division Office of Cavite Province

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## PREFACE

It is with great pleasure and intellectual fervor that we present to you the compendium of abstracts for the 6<sup>th</sup> Cavite Research Conference (CARE CON). With the thematic underpinning of “Impact, Excellence, and Beyond: Enhancing Research Performance through Dissemination and Utilization,” this volume represents a collective journey towards scholarly prowess, reflecting the fortitude of teamwork and collaborative spirit—a manifestation of triumph in the face of the formidable challenges the COVID-19 pandemic has bestowed upon us.

In alignment with the core principles encapsulated within the DepEd mission, vision, and core values, this book stands as a symbol of achievement, embodying the relentless pursuit of academic excellence and unwavering commitment to nurturing our future generations. As we strive to uphold the ideals of the MATATAG goals, this compendium signifies not only the culmination of rigorous research endeavors but also the enduring synergy of educators, researchers, and practitioners.

Amidst the ever-evolving landscape of education, this anthology captures the essence of resilience and ingenuity. The 6<sup>th</sup> Cavite Research Conference (CARE CON) Book of Abstracts stands as an ode to the Department of Education – Schools Division Office of Cavite Province (DepEd Cavite), which has remained unwavering in its dedication to advancing education amidst the intricate challenges precipitated by the pandemic. The tapestry of subjects and methodologies represented within these pages offers a glimpse into the rich tapestry of research engagement, an ecosystem that thrives on the commitment of individuals who embody the ethos of lifelong learning.

This publication not only signifies our collective strides towards intellectual refinement but also encapsulates the ascendancy of the DepEd Cavite’s commitment to research. Our profound achievements in the Basic Education Research Fund (BERF), where we emerged as the frontrunner in both research quantity and quality across the CALABARZON schools division offices, stand as testament to our dedication to advancing the frontiers of knowledge and educational praxis.

The fruition of this endeavor owes much to the dedication of the Schools Division Research Committee and the indispensable collaboration with the Municipal and City Research Committees (MRCs) and the Cavite Association of Research Educators (CARE). We extend our gratitude to the researchers who have fervently contributed to the scholarly discourse contained herein, for it is their pursuit of enlightenment that has enriched these pages.

As you delve into the intellectual symphony encapsulated within this compendium, we invite you to traverse the vast expanse of perspectives, to engage with novel insights, and to be inspired by the tireless pursuit of knowledge that unites us all. May this book kindle the flames of intellectual curiosity within you, much as it has within us.

**MAY ANNE JOY D. ROMANES**  
**Senior Education Program Specialist-Planning and Research**  
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45. The Relationship of the Educational Attainment of Parents to the Academic Performance of the Grade 4 Pupils of Conchu Elementary School during the New Normal Setup SY 2021-2022 - Loradel P. Doncillo, Leny R. Aguila, and Marcela Z. Dela Cruz (TMC)
46. The Use of SALLY (Systematic, Accurate, Learner-Centered, Love-Driven, Yes to Reading) Approach 2.0 as Academic Performance Boost in Blended Learning - Janice C. Noda, Cindi N. Alejandrino, and Rosalia B. Anacay (MAR)
47. Through the Thorns to the Sky: Assessment on Public Schools Readiness on Blended Face-to-Face Classes - Rommel C. Bautista, May Anne Joy D. Romanes, and Maria Belen C. Mojica (SGOD)
48. Utilization of Contextualized Supplementary Worksheets Designed for Interactive Simulations in Teaching Science - Jacqueline T. Ureta, John Edsel A. Varias, and Cristine Joy S. Dimapilis (MAR)
49. Utilization of Joyride Tayo sa Pagbasa among Grade 1 Learners in Mitigating - Struggling Readers of Bulihan Sites and Services Project Elementary School - Maricelle M. Vicente, Maria Marivic M. Madrona, and Winnie S. Mejia (SIL)
50. Utilizing Pocket Science Magazine (Pocket SciMag) as a Strategic Intervention Material for Least Mastered Competencies - Dorina I. Llano and Jenalyn P. Ligaya (NAI)
51. Validation of SHS Work Immersion Students' Preparedness Instrument by SDO Cavite Province EPSs - Maribeth C. Rieta, Crescencia T. Canubas, and Mary Joyce G. Catudio (CID)

**6<sup>TH</sup> CAVITE RESEARCH CONFERENCE**  
**MUNICIPAL AND CITY RESEARCH COMMITTEE AWARDEES**

<b>AWARDS</b>	<b>RANK</b>	<b>MRC</b>	<b>MRC KEY OFFICERS</b>
<b>1. Powering What's Next</b>	<b>1<sup>st</sup></b>	Tanza	Advisers: Ma. Jovy P. Legaspi Ofelia B. Arvisu Saturnino A. Hernandez Amelita P. Peñalba Chairperson: Norman C. Barroso/Felino B. Sidocon, Jr. Secretariat: Eunika C. Zurbano/Elizabeth A. Soriano
	<b>2<sup>nd</sup></b>	Trece Martires City	Advisers: Gina B. Dulce Merle A. Baybay Susan A. Aquino Marcela Z. Dela Cruz Chairperson: Joefel S. Horca Secretariat: Ma. Theresa E. Obrero
	<b>3<sup>rd</sup></b>	Silang	Advisers: Elsa O. De Leon Cecilia C. Alvarez Rey M. Guansing Arvin A. Marinduque Chairperson: Vilma Luna Secretariat: Florie E. Fernandez
<b>2. Getting in the Game</b>	<b>1<sup>st</sup></b>	Trece Martires City	Advisers: Gina B. Dulce Merle A. Baybay Susan A. Aquino Marcela Z. Dela Cruz Chairperson: Joefel S. Horca Secretariat: Ma. Theresa E. Obrero
	<b>2<sup>nd</sup></b>	Rosario	Advisers: Edgardo L. Aquino Joel O. Peregrino Chairperson: Prescilla B. Villalon/Marcos Aristotle P. Alvarez Secretariat: Aries B. Manalo

AWARDS	RANK	MRC	MRC KEY OFFICERS
	3 <sup>rd</sup>	Tanza	Advisers: Ma. Jovy P. Legaspi Ofelia B. Arvisu Saturnino A. Hernandez Amelita P. Peñalba Chairperson: Norman C. Barroso/Felino B. Sidocon, Jr. Secretariat: Eunika C. Zurbano/Elizabeth A. Soriano
<b>3. Pushing the Limits</b>	1 <sup>st</sup>	Gen. E. Aguinaldo	Adviser: Anacleta B. Incognito Chairperson: Emelyn M. Hernandez Secretariat: Marilyn B. Lengson/Mary Ann B. Gatpandan
	2 <sup>nd</sup>	Carmona	Adviser: Irma O. Ejanda Chairperson: Michael Andrew T. Gamba/Irene G. Dela Cruz Secretariat: Ryan Cutamora/Nanette D. Jalon
	3 <sup>rd</sup>	Silang	Advisers: Elsa O. De Leon Cecilia C. Alvarez Rey M. Guansing Arvin A. Marinduque Chairperson: Vilma Luna Secretariat: Florie E. Fernandez
<b>4. Game Changer</b>	none	none	none
<b>5. Reinventing the Norm</b>	1 <sup>st</sup>	Trece Martires City	Advisers: Gina B. Dulce Merle A. Baybay Susan A. Aquino Marcela Z. Dela Cruz Chairperson: Joefel S. Horca Secretariat: Ma. Theresa E. Obrero
	2 <sup>nd</sup>	Tanza	Advisers: Ma. Jovy P. Legaspi Ofelia B. Arvisu Saturnino A. Hernandez Amelita P. Peñalba Chairperson: Norman C. Barroso/Felino B. Sidocon, Jr.
	3 <sup>rd</sup>	Indang	Advisers: Edelisa M. Catacutan Alma V. Lopez Chairperson: Reyciel L. Nuestro Secretariat: Marilou T. Vidallon



AWARDS	RANK	MRC	MRC KEY OFFICERS
6. Raising the Bar	1 <sup>st</sup>	Indang	Advisers: Edelisa M. Catacutan Alma V. Lopez Chairperson: Reyciel L. Nuestro Secretariat: Marilou T. Vidallon
	2 <sup>nd</sup>	Amadeo	Adviser: Nancy S. Marasigan Chairperson: Diana G. Liveta Secretariat: Loida A. Arce
	3 <sup>rd</sup>	Tanza	Advisers: Ma. Jovy P. Legaspi Ofelia B. Arvisu Saturnino A. Hernandez Amelita P. Peñalba Chairperson: Norman C. Barroso/Felino B. Sidocon, Jr.
7. Flourishing Research Culture	1 <sup>st</sup>	Gen. E. Aguinaldo	Adviser: Anacleta B. Incognito Chairperson: Emelyn M. Hernandez Secretariat: Marilyn B. Lengson/Mary Ann B. Gatpandan
	2 <sup>nd</sup>	Rosario	Advisers: Edgardo L. Aquino Joel O. Peregrino Chairperson: Prescilla B. Villalon/Marcos Aristotle P. Alvarez Secretariat: Aries B. Manalo
	3 <sup>rd</sup>	Alfonso	Advisers: Alicia P. Francisco Florencia B. Gloriani Chairperson: Nora M. Alcedo Secretariat: Nerissa R. Betonio
	4 <sup>th</sup>	Ternate	Adviser: Arnel P. Zapanta Chairperson: Annielyn C. Panganiban/Joie E. Buendia/Liberty M. Flores/Lorena V. Miranda Secretariat: Carlene C. Gahoy
	5 <sup>th</sup>	Kawit	Adviser: Helen C. Aure Chairperson: Evelyn E. Solomon Secretariat: Marvin Jay I. Maming
	6 <sup>th</sup>	Indang	Advisers: Edelisa M. Catacutan Alma V. Lopez Chairperson: Reyciel L. Nuestro Secretariat: Marilou T. Vidallon



AWARDS	RANK	MRC	MRC KEY OFFICERS
<b>8. Making Leadership Better</b>	1 <sup>st</sup>	Indang	Advisers: Edelisa M. Catacutan Alma V. Lopez Chairperson: Reyciel L. Nuestro Secretariat: Marilou T. Vidallon
	2 <sup>nd</sup>	Rosario	Advisers: Edgardo L. Aquino Joel O. Peregrino Chairperson: Prescilla B. Villalon/Marcos Aristotle P. Alvarez Secretariat: Aries B. Manalo
	3 <sup>rd</sup>	Alfonso	Advisers: Alicia P. Francisco Florencia B. Gloriani Chairperson: Nora M. Alcedo/Shirly U. Aure Secretariat: Nerissa R. Betonio
<b>9. Creating Better Future for the Children</b>	1 <sup>st</sup>	Trece Martires City	Advisers: Gina B. Dulce Merle A. Baybay Susan A. Aquino Marcela Z. Dela Cruz Chairperson: Joefel S. Horca Secretariat: Ma. Theresa E. Obrero
	2 <sup>nd</sup>	Tanza	Advisers: Ma. Jovy P. Legaspi Ofelia B. Arvisu Saturnino A. Hernandez Amelita P. Peñalba Chairperson: Norman C. Barroso/Felino B. Sidocon, Jr. Secretariat: Eunika C. Zurbano/Elizabeth A. Soriano
	2 <sup>nd</sup>	Indang	Advisers: Edelisa M. Catacutan Alma V. Lopez Chairperson: Reyciel L. Nuestro Secretariat: Marilou T. Vidallon
	3 <sup>rd</sup>	Alfonso	Advisers: Alicia P. Francisco Florencia B. Gloriani Chairperson: Nora M. Alcedo/Shirly U. Aure Secretariat: Nerissa R. Betonio



AWARDS	RANK	MRC	MRC KEY OFFICERS
<b>10. Excellence Through People</b>	<b>1<sup>st</sup></b>	Naic	Advisers: Elizabeth P. Garcia Gloria Mojica Chairpersons: Joie E. Buendia/Felina R. Mojica Rosemarie R. Perido Secretariat: Wilbert A. Soriano
	<b>2<sup>nd</sup></b>	Kawit	Adviser: Helen C. Aure Chairperson: Evelyn E. Solomon Secretariat: Marvin Jay I. Maming
	<b>3<sup>rd</sup></b>	Alfonso	Advisers: Alicia P. Francisco Florenzia B. Gloriani Chairperson: Nora M. Alcedo/Shirly U. Aure Secretariat: Nerissa R. Betonio
	<b>3<sup>rd</sup></b>	Tanza	Advisers: Ma. Jovy P. Legaspi Ofelia B. Arvisu Saturnino A. Hernandez Amelita P. Peñalba Chairperson: Norman C. Barroso/Felino B. Sidocon, Jr. Secretariat: Eunika C. Zurbano/Elizabeth A. Soriano
<b>11. Learning by Doing</b>	<b>1<sup>st</sup></b>	Trece Martires City	Advisers: Gina B. Dulce Merle A. Baybay Susan A. Aquino Marcela Z. Dela Cruz Chairperson: Joefel S. Horca Secretariat: Ma. Theresa E. Obrero
	<b>2<sup>nd</sup></b>	Kawit	Adviser: Helen C. Aure Chairperson: Evelyn E. Solomon Secretariat: Marvin Jay I. Maming
	<b>3<sup>rd</sup></b>	Tanza	Advisers: Ma. Jovy P. Legaspi Ofelia B. Arvisu Saturnino A. Hernandez Amelita P. Peñalba Chairperson: Norman C. Barroso/Felino B. Sidocon, Jr. Secretariat: Eunika C. Zurbano/Elizabeth A. Soriano

AWARDS	RANK	MRC	MRC KEY OFFICERS
<b>12. Always Aware, Always Prepared</b>	1 <sup>st</sup>	Kawit	Adviser: Helen C. Aure Chairperson: Evelyn E. Solomon Secretariat: Marvin Jay I. Maming
	2 <sup>nd</sup>	Naic	Advisers: Elizabeth P. Garcia Gloria Mojica Chairpersons: Joie E. Buendia/Felina R. Mojica Rosemarie R. Perido Secretariat: Wilbert A. Soriano
	3 <sup>rd</sup>	Rosario	Advisers: Edgardo L. Aquino Joel O. Peregrino Chairperson: Prescilla B. Villalon/Marcos Aristotle P. Alvarez Secretariat: Aries B. Manalo
	3 <sup>rd</sup>	Tanza	Advisers: Ma. Jovy P. Legaspi Ofelia B. Arvisu Saturnino A. Hernandez Amelita P. Peñalba Chairperson: Norman C. Barroso/Felino B. Sidocon, Jr. Secretariat: Eunika C. Zurbano/Elizabeth A. Soriano
<b>13. Inclusion for Growth</b>	1 <sup>st</sup>	Magallanes	Adviser: Marcos I. Ramos Chairperson: Shiela B. Bello Secretariat: Neill U. Tirona
	2 <sup>nd</sup>	Tagaytay City	Adviser: Jocelyn M. Contreras Chairpersons: Garylen P. Amoroso Lorena V. Miranda/Florencio Costa Secretariat: Lea A. Agustin/Arvin Marinduque
	3 <sup>rd</sup>	Indang	Advisers: Edelisa M. Catacutan Alma V. Lopez Chairperson: Reyciel L. Nuestro Secretariat: Marilou T. Vidallon
<b>14. Equality, Equity</b>	1 <sup>st</sup>	Kawit	Adviser: Helen C. Aure Chairperson: Evelyn E. Solomon Secretariat: Marvin Jay I. Maming



AWARDS	RANK	MRC	MRC KEY OFFICERS
	1 <sup>st</sup>	Naic	Advisers: Elizabeth P. Garcia Gloria Mojica Chairpersons: Joie E. Buendia/Felina R. Mojica Rosemarie R. Perido Secretariat: Wilbert A. Soriano
	1 <sup>st</sup>	Rosario	Advisers: Edgardo L. Aquino Joel O. Peregrino Chairperson: Prescilla B. Villalon/Marcos Aristotle P. Alvarez Secretariat: Aries B. Manalo
<b>15. Consistency and Quality</b>	1 <sup>st</sup>	Naic	Advisers: Elizabeth P. Garcia Gloria Mojica Chairpersons: Joie E. Buendia/Felina R. Mojica Rosemarie R. Perido Secretariat: Wilbert A. Soriano
	2 <sup>nd</sup>	Tanza	Advisers: Ma. Jovy P. Legaspi Ofelia B. Arvisu Saturnino A. Hernandez Amelita P. Peñalba Chairperson: Norman C. Barroso/Felino B. Sidocon, Jr. Secretariat: Eunika C. Zurbano/Elizabeth A. Soriano
	3 <sup>rd</sup>	Silang	Advisers: Elsa O. De Leon Cecilia C. Alvarez Rey M. Guansing Arvin A. Marinduque Chairperson: Vilma Luna Secretariat: Florie E. Fernandez
<b>16. Making Research Make Sense</b>	1 <sup>st</sup>	Naic	Advisers: Elizabeth P. Garcia Gloria Mojica Chairpersons: Joie E. Buendia/Felina R. Mojica Rosemarie R. Perido Secretariat: Wilbert A. Soriano

AWARDS	RANK	MRC	MRC KEY OFFICERS
	2 <sup>nd</sup>	Trece Martires City	Advisers: Gina B. Dulce Merle A. Baybay Susan A. Aquino Marcela Z. Dela Cruz Chairperson: Joefel S. Horca Secretariat: Ma. Theresa E. Obrero
	3 <sup>rd</sup>	Kawit	Adviser: Helen C. Aure Chairperson: Evelyn E. Solomon Secretariat: Marvin Jay I. Maming
<b>17. Instinct for Growth</b>	1 <sup>st</sup>	Trece Martires City	Advisers: Gina B. Dulce Merle A. Baybay Susan A. Aquino Marcela Z. Dela Cruz Chairperson: Joefel S. Horca Secretariat: Ma. Theresa E. Obrero
	2 <sup>nd</sup>	Silang	Advisers: Elsa O. De Leon Cecilia C. Alvarez Rey M. Guansing Arvin A. Marinduque Chairperson: Vilma Luna Secretariat: Florie E. Fernandez
	3 <sup>rd</sup>	Amadeo	Adviser: Nancy S. Marasigan Chairperson: Diana G. Liveta Secretariat: Loida A. Arce
<b>18. Turning Vision into Value</b>	1 <sup>st</sup>	Trece Martires City	Advisers: Gina B. Dulce Merle A. Baybay Susan A. Aquino Marcela Z. Dela Cruz Chairperson: Joefel S. Horca Secretariat: Ma. Theresa E. Obrero
	2 <sup>nd</sup>	Alfonso	Advisers: Alicia P. Francisco Florenzia B. Gloriani Chairperson: Nora M. Alcedo/Shirly U. Aure Secretariat: Nerissa R. Betonio
	3 <sup>rd</sup>	Tagaytay City	Adviser: Jocelyn M. Contreras Chairpersons: Garylen P. Amoroso Lorena V. Miranda/Florencio Costa Secretariat: Lea A. Agustin/Arvin Marinduque



AWARDS	RANK	MRC	MRC KEY OFFICERS
	3 <sup>rd</sup>	Naic	Advisers: Elizabeth P. Garcia Gloria Mojica Chairpersons: Joie E. Buendia/Felina R. Mojica Rosemarie R. Perido Secretariat: Wilbert A. Soriano
<b>19. Fluent in Research</b>	1 <sup>st</sup>	Trece Martires City	Advisers: Gina B. Dulce Merle A. Baybay Susan A. Aquino Marcela Z. Dela Cruz Chairperson: Joefel S. Horca Secretariat: Ma. Theresa E. Obrero
	2 <sup>nd</sup>	Alfonso	Advisers: Alicia P. Francisco Florencia B. Gloriani Chairperson: Nora M. Alcedo/Shirly U. Aure Secretariat: Nerissa R. Betonio
	3 <sup>rd</sup>	Tagaytay City	Adviser: Jocelyn M. Contreras Chairpersons: Garylen P. Amoroso Lorena V. Miranda/Florencio Costa Secretariat: Lea A. Agustin/Arvin Marinduque
	3 <sup>rd</sup>	Naic	Advisers: Elizabeth P. Garcia Gloria Mojica Chairpersons: Joie E. Buendia/Felina R. Mojica Rosemarie R. Perido Secretariat: Wilbert A. Soriano
<b>20. Commitment to Impact</b>	1 <sup>st</sup>	Tanza	Advisers: Ma. Jovy P. Legaspi Ofelia B. Arvisu Saturnino A. Hernandez Amelita P. Peñalba Chairperson: Norman C. Barroso/Felino B. Sidocon, Jr. Secretariat: Eunika C. Zurbano/Elizabeth A. Soriano

AWARDS	RANK	MRC	MRC KEY OFFICERS
	2 <sup>nd</sup>	Rosario	Advisers: Edgardo L. Aquino Joel O. Peregrino Chairperson: Prescilla B. Villalon/Marcos Aristotle P. Alvarez Secretariat: Aries B. Manalo
	3 <sup>rd</sup>	Trece Martires City	Advisers: Gina B. Dulce Merle A. Baybay Susan A. Aquino Marcela Z. Dela Cruz Chairperson: Joefel S. Horca Secretariat: Ma. Theresa E. Obrero

Note: The "/" symbol before an officer's name indicates that they were replaced by another officer at some point during the 6th Cavite Research Cycle.



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## GOVERNANCE

### AN EVALUATION ON THE IMPLEMENTATION OF PROJECT WAIHS (WINS AT ALFONSO INTEGRATED HIGH SCHOOL)

ALF-BR-GO-26-22

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**Purpose:** The study aims to assess and evaluate the status of implementation, progress, and performance of Project WAIHS (WinS at Alfonso Integrated High School) in terms of REEIS indicators (Relevance, Effectiveness, Efficiency, Impact and Sustainability).

**Design/methodology/approach:** Descriptive method was used in the study. Teaching and non-teaching personnel of the school answered the evaluation tool adapted from Program/Project/Activities Evaluation Tool of SDO Cavite Province to evaluate the implementation of the project. Data were consolidated and interpreted using percentage scores. Its result was also correlated to the 2-star rating of WinS Program.

**Findings:** The result of the study revealed that implementation of Project WAIHS was relevant, effective, efficient, with high impact and sustainability. Its evaluation rating of Very Good using the REEIS indicators also conforms with its 2-star rating using the WINS monitoring tool.

**Research limitations/implications:** The result of the study can be used to address area in the WinS Program that needs to be intensified. Its result will also be the basis of the school for an action/contingency plan to support the project's continuous implementation.

**Originality/value:** The study assessed the implementation of the project and its conformity to its 3-star rubrics validation.

**Keywords:** 3-star rubrics, WinS Program, REEIS, correlation

### ANALYSIS OF THE 2021 DEPED CAVITE RESEARCH DATA

DIV-BR-GO-1-22

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**Purpose:** This study was conducted to explore the 2021 research data in the Department of Education – Schools Division of Cavite Province (DepEd Cavite) in terms of research production, presentation, and utilization to be used for its strategic planning.

**Design/methodology/approach:** The study used a quantitative research design using the content analysis method. A total of 59 official research reports and communications were analyzed.



**Findings:** The results showed that, among the 18 municipalities and cities under DepEd Cavite, there were 622 research proposals submitted. Only 350 (56.27%) were sustained and finished. Most of the research studies produced focused on teaching and learning (73.58%), followed by human resource development (13.21%), and governance (8.36%). Research themes involving child protection (1.89%), disaster risk reduction management (1.08%), inclusive education (0.81%), and gender and development (0.54%) were among the least researched areas in the research locale. Out of the 350 finished studies, only 339 (54.50%) were presented at a local conference. Only 49 (7.88%) requests were received in the same calendar year, which suggested that most of the local research studies were not utilized.

**Research limitations/implications:** This study is limited to the context of DepEd Cavite. It was suggested that the Schools Division Office review its research processes and rules to keep producing, presenting, and using research in the office and in its 18 municipalities and cities.

**Originality/value:** This research is the only study that covered and analyzed the DepEd Cavite research data FY 2021.

**Keywords:** DepEd research status, DepEd research proposals, DepEd research utilization, DepEd research presentations

### **ASSESSMENT OF SCHOOLS AS HEALTH-PROMOTING INSTITUTION: BASIS FOR THE DEVELOPMENT OF SCHOOL HEALTH PROGRAM**

ALF-BR-GO-30-22

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**Purpose:** To assess the schools in the municipality of Alfonso both elementary and secondary as to health -promoting institution and to develop a health program.

**Design/methodology/approach:** This qualitative study was conducted in the Municipality of Alfonso with 24 clinic teachers and 24 school heads both Elementary and secondary as respondents. Out of 48 respondents, 35 were able to answer the survey. The researcher assessed the elements of health-promoting schools in their station using survey questionnaire in google form. Data was analyzed thru T-Test.

**Findings:** There was no significant difference between the assessment of school clinic teachers and school heads in the health-related policies, safe water and sanitation facilities, skills-based health education, and school-based health education with the obtained t-test value of 0.083 which is less than the critical values of 1.697 and 2.457 at 0.05 and 0.01 levels of confidence, respectively with 32 degrees of freedom. This means that clinic teachers and school heads' assessment on their schools as health promoting institution are the same as highly evident.



**Research limitations/implications:** This study is limited to the four components of FRESH Approach Framework to assess the schools as health-promoting institution.

**Originality/value:** There was no research conducted in the Municipality of Alfonso related to the health program and policies of the school. This is very relevant since the pandemic is not yet over.

**Keywords:** assessment, school, health-promoting, institution

## ASSESSMENT OF THE LEARNING CONTINUITY PLAN (LCP) IMPLEMENTATION IN THE DISTRICT OF MAGALLANES: BASIS FOR A PROPOSED ACTION PLAN

MAG-BR-GO-12-22

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**Purpose:** This study aimed to assess the implementation of the Learning Continuity Plan (LCP) in the Magallanes, Division of the Cavite district for the school year 2020-2021.

**Design/methodology/approach:** The mixed-method research design was used in this study. Three groups of respondents participated in the study and they were 26 administrators, 113 teachers, and 365 home facilitators/ parents.

**Findings:** The findings of the study revealed that the groups of respondents had similar knowledge of listed indicators in the SLPC ( $\bar{X}=4.47$ ), PFO ( $\bar{X}=4.51$ ), and SPE ( $\bar{X}=4.45$ ) as described in their opinion "Strongly Agree" on each component. However, the results of the comparative analysis of their opinion seemed to negate the commonality of the responses as shown in the overall decision of rejecting the null hypothesis of there is no significant difference in the responses of the groups of respondents in SLPCS (F critical value= 3.06, p-value = .048, p-value < 0.05), PFO (F critical value= 5.09, p-value= .006, p-value 0.05) and SPE (F critical value= 6.393, p-value = .002, p-value < 0.05). As for the qualitative part, the thematic analysis formed several themes on the problems encountered in the implementation (1) the challenges in health crises and protocol; 2) the challenges in learning delivery, and 3) the challenges in communication and support system and the solution to the encountered challenges (1) establishment of a contextualized plan for health protocols; 2) conduct personnel development programs, and 3) establishment of new communication platform and strengthening the support system.

**Research limitations/implications:** This study is limited to the responses of the aforementioned participants and their assessment of their experiences in the school implementation of the LCP.

**Originality/value:** Furthermore, the result of the study will be used in policy creation and action plans for the BE-LCP in the following school year.

**Keywords:** Assessment, LCP Implementation, Problems Encountered, Action Plan

**BARRIERS INHIBITING TEACHERS' UTILIZATION OF RESEARCH FINDINGS: VIEWS OF ROSARIO DISTRICT ELEMENTARY SCHOOL TEACHERS**

ROS-BR-GO-19-22

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**Purpose:** This qualitative research study was carried out to determine the barriers which inhibit teachers' utilization of research findings in improving the quality of teaching and learning outcomes in the District of Rosario.

**Design/methodology/approach:** This study employed a descriptive research design. Qualitative data were gathered through an in-depth interview. Data were transcribed, read repeatedly, and subjected to thematic analysis.

**Findings:** Findings have revealed that teachers perceived several barriers to research utilization. Five distinct themes were formed to describe the barriers in the utilization of research findings. These themes were lack of exposure to research findings, perceptions on the benefits of research findings, lack of research utilization training, poor research dissemination, and inadequate research time.

**Research limitations/implications:** The utilization focused only on the concrete use of research findings in teachers' teaching practice in Rosario District. The number of participants was determined when the data saturation point was reached, wherein common themes have already been established. Resolving the barriers identified in this study is necessary since effective and timely research utilization has the potential to facilitate innovative changes that could lead to improved learning outcomes.

**Originality/value:** The use of research findings to deliver quality education is imperative. Therefore, determining the barriers to research findings' utilization can be instrumental in improving instructional classroom practices and learning outcomes of students. Additionally, it validates the efforts of the researchers, motivates teachers to continue to discover new knowledge, and reinforces professional accountability.

**Keywords:** barriers, research utilization, and research findings

**CHALLENGES FACED BY ELEMENTARY SCHOOL HEADS IN THE IMPLEMENTATION OF WINS PROGRAM**

ROS-BR-GO-53-21

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**Purpose:** COVID 19 pandemic signals the importance of conducting an analysis on the challenges faced by elementary school head in WASH in school program in the Division of Cavite Province for School Year 2020-2021. The result was used as basis for Division workplan

**Design/methodology/approach:** Concurrent mixed method of research was used in this study. In which the 3-star approach tool was used. Average percentage response with least percentage score was then determined and labeled as the most challenge. Possible technical assistance was collected among the participants to verify their responses on the survey.

**Findings:** Based on the result of the study challenges on each criterion were found on provision IEC materials, sanitary pads, available toilets seats for person with disability, and available recovery facilities for waste materials. It was then cited by the participants that technical assistance was needed on provision of funds for wins program and needed materials. It was also noted that technical assistance from LGU was also cited.

**Research limitations/implications:** This study focused only the challenges faced by school head on the said topic. Possible technical assistance was gathered.

**Originality/value:** The challenges faced by elementary school head cited on this study served as basis crafting the division workplan. This will facilitate effective delivery of WINS program in the province

**Keywords:** Challenges, Wash in School, Hygiene, Water, Sanitation, Implementation

### COMPETENCY GAPS OF KEY STAGE 2 TEACHERS: INPUT FOR DISTRICT PROFESSIONAL DEVELOPMENT PROGRAM

ROS-BR-GO-14-22

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**Purpose:** This research's main objective was to determine the professional competency gaps of elementary teachers across career stages in the District of Rosario towards developing the professional development program.

**Design/methodology/approach:** This study used quantitative research methods. The researchers analyzed the data from 200 Proficient Teachers and 28 Highly Proficient Teachers in the elementary level. The teachers' performance ratings in the Individual Performance Commitment and Review Form for SY 2021-2022 served as data sources. Methods used were mean, percentage and rank order.

**Findings:** The results revealed the competency gaps for Proficient Teachers focused on using research-based knowledge in teaching, 3.9; adapting and implementing programs that ensure relevance and responsiveness, 4.1 and utilizing assessment data to inform instruction, 4.14. Highly-proficient teachers demonstrated competency gaps in the following indicators, evaluating with colleagues the effectiveness of teaching strategies that promote learner achievement in literacy and numeracy 3.40; modeling successful strategies in promoting supportive learning environments, 4.12 and assisting colleagues to design, adapt and implement teaching strategies for learners with special needs, 4.15.



**Research limitations/implications:** This study focuses on the teachers' development needs in terms of: instructional delivery and learning assessment; and professional learning development mechanism to address the identified development needs.

**Originality/value:** Findings will be used for teachers' professional development mechanisms such as LAC sessions, training, coaching and mentoring.

**Keywords:** Competency gaps, professional development, responsiveness

### **EDUCATIONAL LEADERSHIP PRACTICES AND PERFORMANCE OF PUBLIC ELEMENTARY TEACHERS: BASIS FOR ENHANCEMENT TRAINING MODEL**

TMC-BR-GO-1-22

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**Purpose:** This study aimed to assess the extent of school administrators educational leadership practices in their respective schools as basis for a proposed enhancement training model to improve their leadership skills as this may have an effect to the performance of teachers.

**Design/methodology/approach:** The study used the descriptive method of research which describes and interprets how the school heads articulate their educational leadership practices and the factors related to this management as well as the effect of this on the teachers' performance and students' learning outcomes. The main instrument used in the study was a survey questionnaire on the educational leadership practices of school heads with data on the performance rating of elementary teachers.

**Findings:** Based on the findings, the educational leadership practices of elementary school heads were described as high extent. There is no significant difference on respondents' assessment on the educational leadership practices of elementary school heads. The teachers performed very satisfactory for the last three years. There is a moderate correlation between the educational leadership practices of school heads and performance of teachers. The problems identified should be properly addressed for immediate actions by the higher authority for quality educational outcome.

**Research limitations/implications:** The study focused on educational leadership practices of school heads and performance of public elementary teachers for the last three years.

**Originality/value:** This research thoroughly addressed the needs of school heads in terms of their educational leadership performance as assessed by teachers, co school leaders. This study serves as basis of enhancement training model, a plan in addressing the needs and challenges of the school leaders in their leadership.

**Keywords:** educational leadership, instructional leadership, performance, planning, enhancement

## EMBRACING STUDENT AT RISK: AN INTERVENTION TO REDUCE SARDOS OF JULUGAN ELEMENTARY SCHOOL

TAN-AR-GO-7-22

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**Purpose:** The increasing number of dropouts is truly alarming in developing countries and have denied the right of learners to education through dropping out for different reasons. Hence, this study was conducted mainly to find out the efficiency of Embracing the Students at Risk Intervention in order to mitigate students' dropout incidences of Julugan Elementary School for School Year 2022-2023.

**Design/methodology/approach:** The study utilized the descriptive quantitative design of research. Early Warning Sign (EWS) form was used to identify the SARDOs. Frequency, percentage, weighted mean, and dependent t-test were used to analyze data gathered.

**Findings:** Based on the findings, majority of the identified SARDOs were male, have an age of 7 years old, enrolled in Grade 1, parents were high school graduate and have no work. Drop-out rate for the past four years were increasing for the first 3 years and sudden decrease on the fourth year. Family problem was the leading factors that contributed to the low educational commitment of the students at risk of dropping out.

**Research limitations/implications:** This scope of this intervention program was within the first quarter of the current school year only. This implies a shorter range of implementation thus researchers agreed to continue the intervention program for the entire school year.

**Originality/value:** With the implementation of the intervention program, the school shows significant effect that lessen high risk of dropping out learners.

**Keywords:** SARDOs, intervention program, drop-out

## EXPECTATION TO REALITY: INCREASING THE NUMBER OF EARLY REGISTRANTS THROUGH PROJECT PINES

ALF-AR-GO-7-22

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**Purpose:** The purpose of this study was to see how effective Project PINES was at increasing Alfonso Integrated High School's grade 7 early registrations. Grade 6 students from Alfonso Central School and Marahan Elementary School took part in the activity.

**Design/methodology/approach:** Alfonso Integrated High School conducted an action study and collaborated with Alfonso Central School and Marahan



Elementary School. Frequency counts, percentages, and the t-test were the statistical tools utilized to examine the increase in the number of early registrants.

**Findings:** The study showed a p-value of 0.018 that suggests that there is significant difference in the number of Alfonso Integrated High School early registrants before and after the implementation of Project PINES. The result indicates that Project PINES was successful in increasing the school's early registration turnout.

**Research limitations/implications:** The study only collaborated to two elementary schools at Alfonso, Cavite. The findings will be used to determine whether to end, alter, or continue Project PINES to boost the number of early registrations at Alfonso Integrated High School.

**Originality/value:** This study provides a project that will be used in increasing the early registrants of a school.

**Keywords:** Early Registration, Project PINES, collaboration, partnership

### **FACTORS THAT INFLUENCE STUDENTS' ATTRITION DURING THE COVID-19 PANDEMIC: BASIS FOR AN INTERVENTION OF THE INCREASING RATE OF DROPOUT STUDENTS IN ESCUELA SECONDARIA SEÑOR DE SALINAS**

ROS-BR-GO-55-22

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**Purpose:** The increasing number of dropouts in schools, both private and public, at all levels has become a pressing issue, particularly exacerbated by the COVID-19 pandemic. This Basic Research aims to identify the factors contributing to student attrition during the pandemic as an intervention to address the rising dropout rate.

**Design/methodology/approach:** Purposive sampling and descriptive research methodology were employed in this study. The respondents consisted of students who dropped out of school within the past two years. Data collection was carried out through a survey form to identify the factors influencing student attrition during the pandemic.

**Findings:** The study revealed that the primary factor contributing to student dropout was family-related issues, with 18 out of 43 respondents (42%) citing it as the main reason. Personal factors accounted for 15 respondents (35%), followed by school-related factors (17%), peer-related factors, and health-related factors, both at 5% of the total respondents. Financial difficulties emerged as a crucial factor, as many students had to forgo school to support their families in meeting daily expenses, particularly food. Lack of interest was also a significant personal reason for dropout, emphasizing the need for parental and teacher supervision and support.

**Research limitations/implications:** It should be noted that not all dropout students from the previous year were able to participate and respond to the survey form, potentially limiting the representation of all dropouts in the ESSDS. Based on the

study's findings, an intervention program titled "Enhanced Counseling Program" was conceptualized to address and prevent dropout cases. This program aims to target the three prevalent factors: personal, family, and school-related. By offering guidance and support in these areas, the program aligns with the Department of Education's goal of providing better and quality education to Filipino youth.

**Originality/value:** Mentoring by experienced teachers, seeking advice from research specialists, and collaborating with seasoned practitioners can enhance the research process in addressing dropout issues. The study's information gathering is based on the Students At Risk of Dropping Out (SARDO)/No Longer Participating in Activities (NLPA) form. This mentorship approach provides personalized guidance, insights from experts, and assistance from experienced practitioners in tackling the challenges related to dropout research.

**Keywords:** COVID-19 pandemic, dropout rate, intervention, attrition, Escuela Secundaria Señor de Salinas

### **GOING GREEN: A STUDY OF ENVIRONMENTAL AWARENESS OF ELEMENTARY PUPILS OF INDANG**

IND-BR-GO-11-22

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**Purpose:** This study aimed to assess the level of awareness on environmental issues of public elementary pupils of Indang

**Design/methodology/approach:** The researchers employed purposive sampling in selecting the participants on this study. Descriptive survey method was used. Questionnaire was designed and given to the respondents. The questionnaire was adopted from Varisli (2009) and Ozkan (2001) with some modifications. The data statistically analyzed by using descriptive analysis techniques and graphical tools.

**Findings:** The three most common environmental concerns of the respondents are poor waste management, air pollution and climate change. Results showed that pupils indicated positive views toward environment at the medium or high level. Generally, the respondents showed high sensitivity to the environment which is a good indication that they are aware to the environment and willing to participate to any environmental conservation activities or policies.

**Research limitations/implications:** This study only focused on elementary school pupils of Indang to assess their level of awareness on environmental issues.

**Originality/value:** The role of the schools is very critical in order to develop environmentally-aware and ecologically conscious pupils. The results of this study will serve as baseline information that will be useful for future conservation education in Cavite.

**Keywords:** awareness, environmental issues, environmental sensitivity, perceptions



## **IMPLEMENTATION OF BASIC EDUCATION-LEARNING CONTINUITY PLAN DURING PANDEMIC AT BAGONG BUHAY ELEMENTARY SCHOOL: BASIS FOR A PROPOSED STRATEGIC PLAN**

SIL-BR-GO-15-22

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**Purpose:** This study aimed to determine the implementation of basic education-learning continuity plan during pandemic at Bagong Buhay Elementary School, Silang District of the school year 2021-2022, as basis for a proposed strategic plan

**Design/methodology/approach:** Quantitative method in descriptive research design was used in assessing the implementation of basic education learning continuity plan during pandemic.

**Findings:** Basic Education Learning Continuity Plan is highly implemented in terms of safe operations, well-being and protection, focus on learning, reaching the marginalized and education financing. Problems and difficulties encountered by the school were moderately serious. Strong communication also affects in ensuring the sustainability of the program.

**Research limitations/implications:** This study focused on the assessment implementation of basic education-learning continuity plan during pandemic at Bagong Buhay Elementary School. This study was restricted to 98 or 72.59% teaching personnel.

**Originality/value:** This study led to the proposal of a strategic plan to help the school implement strategies that will facilitate the implementation of learning continuity plan to achieve quality education in this time of uncertainty.

**Keywords:** Basic Education Learning Continuity Plan, Pandemic, Strategic Plan

## **IMPLEMENTATION OF JOURNEY TO CORIE READING PROGRAM IN THE DISTRICT OF SILANG: A KEYNOTE FOR CONTENT ENHANCEMENT**

SIL-BR-GO-23-22

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**Purpose:** This study was to investigate the status of the implementation of Journey to CORIE Reading Program in the District of Silang. The analysis addressed the perceptions of teachers, home facilitators and reading volunteers regarding the goals and objectives, content, methods and assessment.

**Design/methodology/approach:** In this research process, researchers used the descriptive. The questionnaires were completed by the teachers, home facilitators and reading volunteers with a total of 297 respondents. This study was undertaken for the school year 2021-2022.

**Findings:** After analyzing those responses, the perceptions of the respondents are functioning well in the following: The program goals and objectives are



understood by the learners, teachers, home facilitators and reading volunteers, helps further learner's learning experience and help enhance their reading skills, the whole-word approach focuses on a learner's ability to recognize whole words and learning outcomes provide an evaluation of the effectiveness of reading curriculum and program implementation. There are no significant differences in the perceptions of the 3 groups of respondents.

**Research limitations/implications:** Findings are used for a keynote of content enhancement for better improvement of the resources and improvement of learner's literacy. It is limited and solve the reading gaps of the learners in the different schools within the district.

**Originality/value:** Enhanced the reading intervention resources for better improvement with the use of Journey to CORIE reading Materials

**Keywords:** Journey to CORIE, descriptive, District of Silang, keynote, Content enhancement

### **JOB SATISFACTION AND QUALITY WORKLIFE OF PUBLIC ELEMENTARY TEACHERS IN THE MUNICIPALITY OF INDANG**

IND-BR-GO-1-22

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**Purpose:** The study aimed to determine the job satisfaction and quality of work life of public school elementary teachers in Indang, Cavite.

**Design/methodology/approach:** The study used the descriptive method of research with the questionnaire as its main tool in gathering data. The statistical tools used in the analysis of data were frequency, percentage, weighted mean, t-test, and One-way analysis of variance.

**Findings:** Most of the teachers are 29 years old and below, female, married, majority have bachelor's degree, and most have 5 years and below in service. Teachers agreed that they are satisfied in their jobs with regard to teaching assignment, designation, and promotion on their quality of work life in terms of work environment and interpersonal skills. Job satisfaction and quality of work life when grouped according to educational attainment showed significant differences in almost all aspects.

**Research limitations/implications:** The study was limited to 164 teachers from Public Elementary School in Indang, Cavite. This considered the importance of job satisfaction and quality of work life among teachers. Specifically, the study is perceived to benefit the DepEd, school heads, teachers, parents and community, pupils, and future researchers.

**Originality/value:** The study covered the job satisfaction and quality of work life of public elementary teachers in Indang, Cavite. Basically, it considered the demographic profile of the respondents, their job satisfaction in terms of teaching



assignment, designation, and promotion. The quality of work life of teachers was also assessed as to work environment and interpersonal skills.

**Keywords:** Job, Satisfaction, Quality, Worklife

## **LIVED EXPERIENCES OF HOME LEARNING FACILITATORS IN THE TIME OF PANDEMIC: BASIS FOR THE SCHOOL ACTION PLAN**

TMC-BR-GO-29-22

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**Purpose:** This study generally aimed to describe the lived experiences of the parents in Luis Aguado National High School as home learning facilitators in this time of pandemic specifically their challenges and the opportunities they take to overcome such challenges.

**Design/methodology/approach:** This qualitative study which used the phenomenological research design utilized an interview schedule as a research instrument and involved 10 purposively selected parents who served as home learning facilitators to students in Luis Aguado National High School.

**Findings:** Based on the analysis of the qualitative data, among the challenges faced by parents as home learning facilitators are their lack of knowledge and time to facilitate learning. Meanwhile, they overcome these challenges by extending their patience, giving time to their roles as learning facilitators, seeking help from knowledgeable household or community member, and relying on internet. Capacitating the home learning facilitators, having tight communication with them, and providing them with localized learning materials are the action plans the school may initiate to lend support to them.

**Research limitations/implications:** While the parents have shown resilience in confronting their challenges as home learning facilitators, the school must not be content and must ensure that they lend support to these parents. The researchers recommend to the school to adopt the action plans they crafted and do a further study if such plans would work and be successful.

**Originality/value:** The researchers are enthused to investigate the lived experiences of these parents as home learning facilitators specifically the challenges they encounter and the opportunities they take advantage of to overcome these challenges. Upon understanding their experiences, the researchers would then propose an action plan that would support them in their endeavour as home learning facilitators.

**Keywords:** MDL, home learning facilitators, challenges, opportunities, school action plan

## ORGANIZATIONAL CLIMATE AND PERFORMANCE OF PRIMARY TEACHERS IN DISTRICT OF INDANG: BASIS FOR AN INTERVENTION

IND-BR-GO-35-22

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**Purpose:** This study sought to ascertain the organizational climate and performance of primary teachers over the last three years in selected elementary schools in District of Indang for School Year 2021–2022.

**Design/methodology/approach:** A survey with a guide questionnaire was administered to 5 school heads and 57 primary teachers, with a total of 62 respondents, in selected elementary schools in District of Indang for the school year 2021–2022. The data includes assessments made by the school heads and teachers as to the proposed intervention plans in the selected elementary schools in the District of Indang.

**Findings:** The dimensions of organizational climate as to structural, human resources, political, and symbolic were all frequently applied by primary teachers across selected elementary schools in District of Indang. While primary teachers' performance was very satisfactory over the last three years, Moreover, a significant and positive correlation was found between organizational climate and performance. Lastly, problems encountered by teachers in terms of school administrators' management styles, students, and organizational climate require immediate intervention plans to sustain the quality of educational outcomes.

**Research limitations/implications:** The study was only limited to the primary teachers and school heads of selected elementary schools in District of Indang for the school year 2021–2022. It mainly focused on the relationship between organizational climate and the performance of primary teachers for the last three years.

**Originality/value:** The study significantly contributes to providing baseline information for policy formulation on the training and development of teachers.

**Keywords:** organizational climate, performance, primary teachers

## PANDEMIC RELATED-STRESS OF HOME FACILITATORS AND THE ACADEMIC PERFORMANCE OF PUPIL'S IN UES

MAG-BR-GO-7-21

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**Purpose:** The main purpose of the study was to evaluate the effects of pandemic related-stress of home facilitators on the academic performance of the pupils in Urdaneta Elementary School, District of Magallanes, Division of Cavite.

**Design/methodology/approach:** The research study utilized the descriptive method, a correlational design employing quantitative analysis.



**Findings:** The findings of the study had shown that the stress level of the respondents was generally defined as “Moderately Stress” ( $\bar{X}=2.85$ ). Whilst, the overall academic performance of the learners was described as “Very Satisfactory” ( $\bar{X}=89.19$ ). Moreover, based on the results of bivariate regression analysis, the stress level of the home facilitators and the academic performance of their tutee was analyzed to be “Negatively Correlated” ( $r= -.982$ ). Accordingly, the stress level of the respondents/teachers significantly affects their work performance (B value= -3.60, p value = .000, p value < 0.05).

**Research limitations/implications:** This study is limited to the responses of 204 home facilitators and the academic performance of the leaners in terms of general average.

**Originality/value:** The findings and results of this study would serve as basis for policy creation and activity planning for the home facilitators and their respective learners.

**Keywords:** stress level, academic performance, elementary pupils, home facilitator

### **PANDEMIC-PROOFING THE SCHOOLS: LIVED EXPERIENCES OF SCHOOL HEADS IN IMPLEMENTING BE-LCP IN THE DISTRICT OF TRECE MARTIRES CITY**

TMC-BR-GO-44-22

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**Purpose:** The researchers were enthused to do this study to underscore the lived experiences of school heads in the district of Trece Martires City towards the implementation of BE-LCP specifically their predicaments, prospects, and desired assistance moving forward.

**Design/methodology/approach:** The schools’ suggestions for policy recommendations and operationalization sections of the submitted BE-LCP reports among the secondary school heads in the district were subjected to thematic analysis.

**Findings:** Based on the qualitative data analyzed the following are the challenges faced among the school heads in implementing the BE-LCP: (1) financial insufficiency, (2) bulk of reports, (3) limited stakeholders’ support, and (4) limited instructional resources. Meanwhile, opportunities they met to overcome such challenges include the following: (1) collaboration, (2) planning and review, (3) strong communication, and (4) transparency. Results also revealed the following themes as the school heads’ desired support program: (1) increasing fund allocation, (2) enhancing collaboration among Stakeholders, and (3) effective planning and Implementation.

**Research limitations/implications:** This study is focused only on determining the school heads’ encountered LCP-related problems and exploring the opportunities. Thus, examining other factors affecting LCP implementation is a

must. More so, since the study was conducted in the first year of LCP implementation and during the onset of the coronavirus pandemic, the environment, and the time element might affect the study findings, hence, a similar study may be conducted.

**Originality/value:** The Basic Education Learning Continuity Plan or BE-LCP has been operationalized by the Department of Education as a response to the COVID-19 global pandemic that threatened the basic rights of every Filipino learner to quality education. Its implementation on the ground is an entirely new experience among school heads.

**Keywords:** lived experiences, BE-LCP implantation, policy, program, support

**PERCEIVED CHALLENGES EXPERIENCED BY GRADE ONE TEACHERS IN THE IMPLEMENTATION OF IN PERSON CLASSES DURING THE TRANSITION PERIOD IN SY. 2022-2023 IN THE MUNICIPALITY OF INDANG, INDANG, CAVITE**

IND-BR-GO-17- 22

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**Purpose:** This study aims to examine the perceived challenges faced by grade one teachers during in-person classes in the municipality of Indang. The researchers sought to understand how teachers prepared themselves, their classrooms, lesson plans, and instructional materials after two years of modular distance learning. Additionally, the study aimed to explore teachers' feelings and experiences during the transition period in education.

**Design/methodology/approach:** The researchers employed a qualitative/phenomenological research approach to gain insight into the experiences and characteristics of grade one teachers in the target group. Purposive sampling was used to select fifteen (15) grade one teachers from various schools in the municipality, categorized as big, small, and multi-grade schools. Data was collected through questionnaires and interviews.

**Findings:** The gathered data led to several conclusions. In terms of self-preparation, teachers expressed the most concern about health-related matters. Regarding classroom preparation, they encountered challenges due to a lack of instructional materials. In lesson planning, teachers faced difficulties in adapting to different learning styles and addressing students' varying academic preparedness. Despite the challenges, grade one teachers took ownership of the situation and emphasized the need for parental support and involvement.

**Research limitations/implications:** Teachers must adapt to technological advancements to adequately prepare students for in-person classes, ensuring continuous learning and effective instruction through both physical and remote means. It is crucial to provide teachers with support in psychosocial, emotional, spiritual, and physical aspects to ensure a quality teaching-learning process.



**Originality/value:** This study contributes to the field by providing insights that can assist grade one teachers in overcoming their challenges during the transition to in-person classes. It underscores the importance of addressing the specific needs and concerns of teachers in order to facilitate effective teaching and learning.

**Keywords:** challenges, in-person, preparation, grade one teachers

### **PROGRESSIVE EXPANDED FACE-TO-FACE CLASSES: CHALLENGES AND OPPORTUNITIES IN PEDRO ALEGRE AURE SENIOR HIGH SCHOOL**

MEN-BR-GO-18-22

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**Purpose:** This study aims to determine the challenges and opportunities faced by teachers and learners in the conduct of Progressive Expanded Face-to-Face Classes during the Second Semester- SY 2021-2022.

**Design/methodology/approach:** Mixed-method research design was used. A research-made survey was utilized to gather quantitative data. While open-ended responses from Virtual Focus Group Discussion and Key Informant Interview were subjected to content analysis.

**Findings:** The results show that the participants concur with the listed challenges and opportunities in the conduct of Progressive Expanded Face-to-Face Classes. Additionally, teachers and learners found this modality beneficial for it allows them to catch up and clarify the lessons. Teachers noted that irregular and limited attendance of learners, half-day classes, and time consumed in following safe and healthy protocols are among the challenges they have encountered. While, learners found it difficult to socialize, and adjust abruptly to in-person classes. Participation in school activities and real-time class interaction is the opportunities mentioned by the participants.

**Research limitations/implications:** The study is limited to 17 Grade 11 learners who completed the Progressive Expanded Face-to-Face Classes, and 12 teachers of Pedro Alegre Aure Senior High School.

**Originality/value:** This study would serve as a basis to develop LAC Plan for teachers that will focus on curriculum and instruction and create and implement localize and contextualize classroom activities.

**Keywords:** Progressive Expanded Face-to-Face Classes, challenges and opportunities, in-person classes, LAC Plan

**PROJECT 2RS (REWARD AND RECOGNITIONS): STRATEGY TO EMPOWER THE LEVEL OF PARENTAL INVOLVEMENT IN NEW NORMAL EDUCATION**

NAI-AR-GO-46-22

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**Purpose:** The main objective of this research is to determine the effectiveness of the Project 2Rs (Reward and Recognition) in empowering parental involvement in the new normal of education.

**Design/methodology/approach:** This action research employed various statistical analyses, including descriptive and inferential analysis, to examine the data. A paired t-test was used to assess the significant difference in parental involvement before and after implementing the Project 2Rs. Simple rubrics were used to identify deserving parents for rewards such as certificates and school supplies. Data was collected using the Quarterly Parents' Assessment tool, adapted from a previous study by Batdulam Sukhbaatar in 2014, to gauge the level of parental involvement. The researchers compared the level of involvement before and after the implementation of the project.

**Findings:** The results of this action research indicated that the level of parental involvement was interpreted as "satisfactory" before the implementation of Project 2Rs, and "outstanding" after its implementation. The paired t-test showed a significant difference (t-value of 27.4 and p-value of 0.0001) between the level of parental involvement before and after the implementation of Project 2Rs. These findings suggest that Project 2Rs had a significant impact on empowering parental involvement in the new normal of education.

**Research limitations/implications:** This research focused on the significant difference in parental involvement after the implementation of Project 2Rs and the comparison of parental involvement before and after the project.

**Originality/value:** This research contributes to the field by examining the effectiveness of the Project 2Rs in empowering parental involvement in the context of new normal education.

**Keywords:** Rewards and Recognition, Parental Involvement, Project 2Rs, New Normal Education

**PROJECT MASID (MONITORING AND ASSESSMENT STRATEGIES INNOVATE DELIVERY) IN FACE TO FACE MODALITY**

IND-AR-GO-23-22

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**Purpose:** The purpose of this study is to determine the level of monitoring and strategies implemented by the teachers of Guyam ES in the new mode of learning delivery (face to face modality). The researchers also wanted to find out



the level of implementation before the intervention. Thru the help of Project MASID, teachers might find it easy to perform the routinary task of the teachers.

**Design/methodology/approach:** Eight out of eight teachers were used as respondents or total enumeration. They were tasked to answer the 15-item questions of teacher`s major task. After the pre-test, researchers were analyzed the results and based from the results, PROJECT MASID served as an aid in addressing the issues of teacher`s difficulties thru FGD, LAC Sessions, Collegial discussions. Then, after two months, teachers again were tasked to answer the post-test. Descriptive analysis of pre-test and posttest was used to show the statistically significant difference before and after the intervention was done.

**Findings:** Findings showed that there was a highly significant difference between the mean of Pre-Test (3.958) and Post-Test (4.717) using T-Test with T- value of -8.20 which is highly significant meaning that the intervention given was effective for the level of implementation of monitoring and assessment for face-to-face modality.

**Research limitations/implications:** The use of Project MASID showed highly significant difference based on pre-test and post-test. Teacher`s level of implementation has improved significantly, and the intervention used was highly recommended.

**Originality/value:** The research was done at Guyam ES S.Y. 2022-2023 to know the level of implementation of assessment and monitoring thru the help of Project MASID as intervention in improving the level of implementation of monitoring and assessment.

**Keywords:** monitoring, assessment, implementation, face to face modality

### **SCHOOL BASED - MANAGEMENT LEVEL OF PRACTICE PROFILING AMONG PUBLIC SCHOOLS IN SDO CAVITE PROVINCE SY 2019-2020: BASIS FOR REWARDS AND RECOGNITION SYSTEM ON SBM**

DIV-BR-GO-4-22

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**Purpose:** Profile the public schools in SDO Cavite based on their validated SBM level of practice as basis for the rewards and recognition of those successfully attained Level III (Advanced)

**Design/methodology/approach:** Profile of schools' SBM level of practice will be gathered using the SBM validation results conducted for SY 2019-2020. Profile shall be categorized as to schools attaining SBM Level I (developing), Level II (Maturing) and Level III (Advanced). Upon analysis of data and completion of study, Rewards and Recognition Plan shall be developed to recognize those schools who successfully attained advanced level of practice and be recommended for RO validation and showcase their SBM best practices for



sharing and benchmarking purpose so as to increase the number of schools with SBM Level III of practice in the division.

**Findings:** Based from the SBM Validation conducted for SY 2019, majority of schools in SDO Cavite Province are in SBM Level II (Maturing) of Practice. Out of 323 schools validated, only 6 showed to be at Level III (Advanced) of Practice. As part of the developed Rewards and Recognition Plan for SBM, best practices of schools especially those who attained advanced level will be gathered for sharing purposes and recognized for their exemplary effort of accelerating and continuously improving their SBM Level of Practice.

**Research limitations/implications:** The study focused only profiling the schools as per SBM level of practice. It would further explore the factors that may affect their SBM practices and their performance per SBM principle but may be considered in the follow-up study or future researches.

**Originality/value:** The study provided avenue for developing rewards and recognition system for schools highlighting their best practices in their SBM implementation so as to empower and motivate schools for continuous improvement and achieve higher SBM level of practice.

**Keywords:** SBM, Level of Practice, Rewards and Recognition

**SCHOOL CLIMATE, ORGANIZATIONAL COMMITMENT AND TEACHERS' PERFORMANCE IN THE MUNICIPALITY OF INDANG: BASIS FOR A PROPOSED TEAM BUILDING MODEL**

IND-BR-GO-6-22

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**Purpose:** This study aimed to examine teachers' organizational commitments as influenced by school climates and the performance of public elementary school teachers in the Municipality of Indang.

**Design/methodology/approach:** The researcher employed a descriptive-survey type of research method as it deals with investigating the present status of a group specifically on teachers' organizational commitments as influenced by school climates and performance of public elementary school teachers in the Municipality of Indang.

**Findings:** The school climate was rated as "frequent" by the respondents. The respondents perceived that the teacher was still committed to their level of commitment to public elementary school teachers. There is a moderate correlation between the level of commitment and the performance of elementary teachers and a very strong correlation between school climate and the performance of elementary teachers. The team-building model aims to help establish trust, model communication norms that enabled critical dialogue, and maintain a balance between respecting individual team members and critically



analyzing their teaching. The proposed team-building model is acceptable to the respondents.

**Research limitations/implications:** The study perceived the school climate of public elementary school teachers in the Municipality of Indang as the basis for a proposed team-building model.

**Originality/value:** How teachers perceive their work environment is imperative to establish because it determines the concentration and effort that will be expended to lead an educational organization to its vision and mission.

**Keywords:** teachers' performance, organizational commitment, school climate

### **SCHOOL HEADS' LEADERSHIP DURING THE PANDEMIC: BASIS FOR MANAGEMENT PROGRAM**

IND-BR-GO-48-21

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**Purpose:** This study aimed to uncover the experiences of elementary school heads in managing schools during the pandemic

**Design/methodology/approach:** Qualitative phenomenological approach was used in this study. Six participants of this study were purposively chosen through criterion sampling method which included being a school head (principal, head teacher, teacher-in-charge) as the main criterion, leadership experience of at least four years and has been school leader on the start of the pandemic to present. Semi-structured interviews using validated survey questions and document analyses were conducted to accurately capture the data needed.

**Findings:** This study revealed that school heads are facing many challenges in the implementation of learning delivery modalities, health and safety protocols and programs, projects and activities. Prevailing themes emerging in the challenges faced by school heads during this pandemic are the insufficient resources and insufficient support from parents and other stakeholders. While in response to the challenges faced, results showed three themes emerged which are strengthening stakeholders support, allocation of school resources and the adoption of flexible learning options.

**Research limitations/implications:** The study is only limited to the elementary school heads in the municipality of Indang

**Originality/value:** Findings of the study could be used as a basis in developing school heads management program that will help face and resolve school challenges.

**Keywords:** school leadership, challenges, solution, intervention

## **SCHOOL-BASED FEEDING PROGRAM AMIDST THE PANDEMIC AND ITS IMPACT ON THE PUPIL BENEFICIARIES: AN EVALUATION**

TAG-BR-GO-1-22

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**Purpose:** The researchers aimed that through this study they were able to evaluate the school-based feeding program amidst the pandemic and its impact on the pupil beneficiaries of Dapdap Elementary School.

**Design/methodology/approach:** Descriptive method of research was used in the study to find out the nutritional status of the beneficiaries and evaluate its impact on the beneficiaries. The data gathered were tabulated, evaluated, and analyzed using graphs to reveal the difference between the before and after result of implementation of the SBFP.

**Findings:** The implementation of the SBFP had greatly helped to cure malnutrition. It also contributed to improving the children's health.

**Research limitations/implications:** The respondents to the study were the 65 pupils of Dapdap Elementary School who were categorized as wasted on their nutritional status for S.Y. 2020-2021.

**Originality/value:** The conduct of the study contributed to the evaluation of the SBFP implementation.

**Keywords:** School-Based Feeding Program, Evaluation, Qualitative, Pupil Beneficiaries, Dapdap Elementary School

## **SELF-REFLECTIVE TENDENCIES AND CLASSROOM ASSESSMENT SKILLS OF JUNIOR HIGH SCHOOL TEACHERS: BASIS FOR LEARNING ACTION CELL (LAC) INTERVENTION**

ROS-BR-GO-36-22

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**Purpose:** This study determines the self-reflective tendencies and classrooms assessment skills of the junior high school teachers of Bagbag National High School.

**Design/methodology/approach:** The study used a quantitative research design. This measured the stages, skills and strengths of the relationship. The study used two (2) sets of tools adopted from the Department of Education Learning Action Cell Resource Package (2019).

**Findings:** The analysis of profile reveals that majority of the junior high school teachers is under experienced. Self-reflective tendency scores show that the highest percentage of the teachers fall in "Action Stage". Teachers perceive their classroom assessment practice as "Competent". There is no significant relationship with years of teaching, stage of reflective tendency and classroom



assessment practice. On the other hand, a closer look at the cross tabulation of the data and content analysis of the questionnaires reveals the indications for a teacher intervention. The research probes the stages of self-reflective tendencies on classroom assessment and practice of junior high school teachers and their relationship with the profile variables. The identified strengths and areas of development would be basis for Learning Action Cell (LAC) intervention.

**Research limitations/implications:** This study determined the reflective self-assessment practices of the junior high school teachers at Bagbag National High School, North District, Division of Cavite, school year 2022 – 2023.

**Originality/value:** The study focuses on self-reflection of teachers on their classroom assessment. Actual practice and emic observation are not included. Attaining self-reflection is useful in assessing decisions for teacher's intervention. The current study is an outlet to look into classroom assessment skill of the junior high school teachers whose background profile vary.

**Keywords:** classroom assessment, self-reflection, classroom assessment skill

### **SENIOR HIGH SCHOOL STUDENTS AND TEACHERS' LEVEL OF SATISFACTION IN THE PILOT IMPLEMENTATION OF LIMITED FACE-TO-FACE CLASSES**

TAN-BR-GO-21-22

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**Purpose:** This study aimed to assess the level of satisfaction of Senior High School students and teachers in the pilot implementation of the limited face-to-face classes.

**Design/methodology/approach:** This study employed a descriptive- quantitative research design. Simple random sampling was used to gather pertinent data. Online survey questionnaires were used to gather data through Google Form.

**Findings:** Findings from this study revealed that the Senior High School students and teachers are very satisfied with the school's implementation of health and safety protocols and teaching and learning process during the pilot implementation of limited face-to-face classes. Moreover, the study also revealed that there is a significant difference between level of satisfaction of students and teachers in terms of school's implementation of health and safety protocols and teaching and learning process.

**Research limitations/implications:** The respondents of the study were the 32 SHS teachers and 74 SHS students from both academic and TVL tracks who served as pilot participants of the limited face-to-face classes.

**Originality/value:** Evaluation of program implementation is always necessary to identify the things that needs improvement or development. Knowing the pros and cons of the implementation of the program will lead to a new school policy that would probably enhance the program.

**Keywords:** Limited Face-to-Face, Health and Safety Protocols, Teaching and Learning

**STATUS OF PROGRAM SALIKSURI IN CARMONA NATIONAL HIGH SCHOOL: BASIS FOR CONTINUOUS IMPROVEMENT PROGRAM**

CAR-BR-GO-5-22

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**Purpose:** This paper assesses the demographics of school-based personnel in Carmona National High School (CNHS) and the status of their research engagement to generate insights relevant to planning for the following research management cycle.

**Design/methodology/approach:** This study used quantitative content analysis of CNHS Saliksuri data-based for the school year 2019-2022. Total enumeration was employed. The data focused only on the school personnel in terms of their designations: teacher, master teacher, headteacher, and school principal and the research engagement parameters in terms of the number of research proposed, complete with a full manuscript, presented in a colloquium, published, utilized, and reaped research awards.

**Findings:** It revealed that there are 226 school personnel in CNHS which composed of 93% or 210 teachers I-III; 3% or 7 are master teachers; 3.5% or 8 are headteachers, and 0.4% or 1 is the school principal. Of this, only 32 (14% of the total population) were engaged in research and most of them are teachers I-III. Out of 42 research proposals, only 3 were completed, presented in the final colloquium, and published. This suggests to revisit the stages of the CNHS R&D control procedure.

**Research limitations/implications:** This study is limited to the teachers' submitted research to the MRCs from 4th-6th Cavite Research Conference.

**Originality/value:** It provides strategic and contextualized action plan for the next research management cycle to sustain the research culture in CNHS.

**Keywords:** Saliksuri, status, demographic profile, CNHS, CaReCon

**STUDENTS' PERCEPTION TOWARDS LIMITED FACE TO FACE CLASSES IN TAYWANAK NATIONAL HIGH SCHOOL**

ALF-BR-GO-25-22

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**Purpose:** The primary purpose of this study is to examine the perception of students towards attending limited face-to-face classes.

**Design/methodology/approach:** The participants were the learners joined and participated in the pilot implementation of limited face to face classes. These

were 20 learners from Grade 7 and 19 students from Grade 10 level. The researcher utilized survey in collating the students' perceptions and interpreted these through descriptive approach.

**Findings:** Most of the students feel comfortable responding to questions in the lesson in the classroom environment. They also preferred face-to-face instruction. More than 50% of the learners agreed that they are more comfortable communicating with their teachers and classmates in a classroom environment. Meanwhile, 25 students or 64.10 % of the respondents preferred to be assessed in the traditional manner such as but not limited to class quizzes and test.

**Research limitations/implications:** This research was limited to gathering and analyzing the Grade 7 and Grade 10 perception on limited face-to-face classes.

**Originality/value:** This study serves as basis for the learning continuity plan of Taywanak National High School. This can be used as school profiling on the best interest of the learner.

**Keywords:** limited face-to-face, classroom environment, perception, assessment

### THE EFFECTIVENESS OF THE PARENTS AND TEACHERS PARTNERSHIP PRACTICES IN THE NEW NORMAL OF EDUCATION

ALF-BR-GO-1-21

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**Purpose:** This research assessed the Grade 6 parents' or guardians' level of satisfaction in practices and activities incorporated in parent and teacher partnership and support in the new normal of education in Kaytitinga Elementary School 2021-2022.

**Design/methodology/approach:** Mixed method research were used in this study. The quantitative part utilized a descriptive method that assessed the level of effectiveness in the parent and teacher partnerships as perceived by the respondents. The qualitative part, comment and suggestions are from respondents' experiences. It has the total population of 109 Grade 6 parents or guardians as respondents of Kaytitinga Elementary School in the Municipality of Alfonso. As calculated by Raosoft sample size calculator for the qualitative part only 10 percent of parents were interviewed, composed of 11 parents

**Findings:** Three questions were answered in this study. Effective, with the weighted median of 3.24 is the level of effectiveness of the parents or guardians, as revealed in the 4-point Likert Scale. The parents are thankful to the teachers for their patience and handworks in the effective delivery of distance learning.

**Research limitations/implications:** This study involved the 109 Grade 6 parents or guardians of Kaytitinga Elementary School. Interpretation of qualitative data relied only on how the researcher interpreted the participants' responses.

**Originality/value:** This research determined the level of effectiveness of the parents and guardians' partnership and practices, the results of this will be included in the Basic Education Learning Continuity Plan (BE LCP) of the school.

**Keywords:** partnership, level of effectiveness

**THE EXTENT OF IMPLEMENTATION OF LIMITED FACE -TO- FACE CLASSES IN THE MUNICIPALITY OF ALFONSO FOR THE S.Y. 2021-2022**

ALF-BR-GO-8-22

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**Purpose:** This study aims to determine the readiness of the school to implement the limited face-to-face classes. Specifically, the challenges encountered, the best practices initiated by school and the support from all stakeholders.

**Design/methodology/approach:** Mixed method research were used in the study. The School Safety Assessment Tool was used to assessed the level readiness (SSAT). The quantitative part utilized the descriptive method that assessed the level of readiness to re-open the school. The qualitative part, comment and suggestions are from the experiences of the respondents.

**Findings:** All schools in the Municipality of Alfonso implemented the limited face-to-face classes. The challenges were given technical assistance and the best practices initiated empowered the school programs, projects and activities for improvement of learning gaps and support education resiliency.

**Research limitations/implications:** This study was limited to 24 school heads in the Municipality of Alfonso. Interpretation of qualitative data relied on how the researcher interpreted the participants' responses. The results of the study would be incorporated in School Learning Recovery and Continuity Plan (LRCP)for the S.Y. 2022-2023.

**Originality/value:** This study provides an overview of the experiences of the School Heads during the implementation of limited face-to-face classes.

**Keywords:** SSAT, F2F, School Learning Recover & Continuity Plan (LRCP)

**THE HURDLES TO COPE WITH: THE LIVED EXPERIENCES OF BAGBAG NATIONAL HIGH SCHOOL SENIOR HIGH SCHOOL TEACHERS USING MODULAR DISTANCE LEARNING**

ROS-BR-GO-40-22

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**Purpose:** This study aimed to explore the lived experiences of senior high school teachers at Bagbag National High School in teaching using modular distance learning. Specifically, the study sought to identify the challenges they faced and the coping strategies they employed, in order to inform teaching interventions that could support teachers in using the modular distance learning modality.



**Design/methodology/approach:** Qualitative research was employed using phenomenology as the research design. Twelve senior high school teachers were selected through purposive sampling and participated in interviews conducted through Google Forms. The data collected on their lived experiences were analyzed following Creswell's (1998) suggested steps, including data organization, detailed analysis of coding, generation of themes, and interpretation of the data.

**Findings:** The use of modular distance learning presented multiple challenges for the teachers, particularly in terms of limited teacher-student interaction. However, the teachers demonstrated unique and unanimous coping strategies to overcome these challenges. They employed various strategies, including searching for teaching/learning materials, utilizing online platforms such as Google Classroom for material delivery, and employing holographic teaching/learning materials. Other challenges related to formative and summative tasks, such as late submissions, study habits, and plagiarism, were also identified. Coping strategies for these challenges included being tech-savvy, adopting a comprehensive understanding, and personalizing teaching strategies using different communication platforms. Feedback and assessment processes also presented challenges, and coping strategies included detailed feedback and the involvement of parents.

**Research limitations/implications:** The study had a participation rate of ten out of twelve teachers, limiting the generalizability of the findings. However, the study still achieved theoretical saturation. The findings provide insights for the Department and can help inform the challenges faced by senior high school teachers in conducting modular distance learning. The proposed teaching strategies can be considered and adapted to the school context, particularly for teachers handling irregular students.

**Originality/value:** This research contributes to understanding the experiences of senior high school teachers in modular distance learning. The findings can be valuable for educational institutions in addressing challenges and developing effective teaching strategies.

**Keywords:** Modular Distance Learning, Lived Experiences, Senior High School Teachers, Phenomenology

## **THE IMPLEMENTATION OF GULAYAN SA PAARALAN PROGRAM (GPP) IN ROSARIO ELEMENTARY SCHOOL: BASIS FOR CAPACITY ENHANCEMENT PLANNING**

ROS-BR-GO-26-22

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**Purpose:** The primary goal of the study is to determine the current status of how Gulayan sa Paaralan Program (GPP) is being implemented in Rosario Elementary School which is the basis on capacity enhancement planning. It also aims to look



into the program enhancement which may be proposed to strengthen the implementation of GPP.

**Design/methodology/approach:** Qualitative research design was employed for data gathering. Thirty participants, which is composed of 10 teachers, 10 parents, and 10 students who are randomly selected, became part of this research. Survey questionnaires as well as interview questions were distributed both on physical and electronic copies, depending on the availability of the respondents.

**Findings:** The data gathered showed that among the most observed and employed practices include planting, harvesting, school garden maintenance, and utilization and distribution of GPP proceeds or what have been harvested from the school garden. Moreover, the following are the enhancement activities which can be proposed to strengthen the implementation of GPP in the school: sustainability mechanism; monitoring and evaluation of GPP; conduct of school-based seminars and training on GPP; and partnership with the local government unit and with other stakeholders.

**Research limitations/implications:** The respondents of the study will only include teachers, parents, and students. This research only covers the implementation of GPP in Rosario Elementary School.

**Originality/value:** As this research examines the implementation of GPP in Rosario Elementary School, plans can be made to strengthen the execution of the said program. These enhancements are needed in order to fully attain the objectives set by the Department of Education (DepEd) on GPP.

**Keywords:** GPP, Gulayan sa Paaralan Program, Capacity Enhancement

## THE IMPLEMENTATION OF THE COMPREHENSIVE WATER, SANITATION AND HYGIENE IN SCHOOLS (WINS) PROGRAM IN SILANGAN ELEMENTARY SCHOOL

ROS-BR-GO-29-22

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**Purpose:** This research study looked at the Implementation of the Comprehensive Water, Sanitation and Hygiene in Schools (WINS) Program in Silangan Elementary School. This study also aimed to come up with an Action Plan based on the results of the study.

**Design/methodology/approach:** The researchers used the Descriptive Research Method, Standard Survey Questionnaire And Weighted Mean to analyze the data.

**Findings:** In the area of water, there is a regular supply of clean water for handwashing, menstrual hygiene management, toilet flushing and other cleaning purposes is Highly Implemented with a weighted mean of 4.97.

In the area of Sanitation, Proper solid waste management is practiced in school kitchen and canteen is Very much Implemented with a weighted mean of 3.70.

In the area of Hygiene, there are two statements that are Very Much



Implemented. There are constant reminders that students know and practice handwashing especially at critical times with a weighted mean of 4.00 and Cleaning and maintenance routine weighted mean of 3.80. In Health Education, Access of pupils to correct knowledge and understanding of the importance of proper hygiene and sanitation practices is ensured is Very much Implemented with a weighted mean of 4.17.

The area of Deworming is Very much Implemented with a general weighted mean of 4.00.

**Research limitations/implications:** This study aimed to analyze the Implementation of the Comprehensive Water, Sanitation and Hygiene in School (WINS) Program, School Year 2022-2023. The respondents of the study were thirty (30) teachers.

**Originality/value:** The study's findings could be extremely important and beneficial to the school's stakeholders.

**Keywords:** Hygiene, program, sanitation, implementation

### **THE PANTAWID PAMILYANG PILIPINO PROGRAM (4PS) AND ITS IMPLICATION TO PUPIL-BENEFICIARIES' ACADEMIC PERFORMANCE IN BAGBAG II ELEMENTARY SCHOOL**

ROS-BR-GO-09-22

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**Purpose:** This study aimed to assess the Pantawid Pamilyang Pilipino Program (4Ps) and its implication to grades 4-6 pupil – beneficiaries' academic performance in Bagbag II Elementary School in the Municipality of Rosario, Province of Cavite. This study utilized descriptive-correlational design. It described the profile of the respondents, the extent of 4Ps assistance to the beneficiaries, academic performance of pupils, and recommendations to improve the program. It also used correlational method to determine the significant relationship between the extent of 4Ps assistance and academic performance of the pupils.

**Design/methodology/approach:** This study will utilize descriptive-correlational design. It described the profile of the respondents, the extent of 4Ps assistance to the beneficiaries, academic performance of pupils, and recommendations to improve the program. It will also use correlational method to determine the significant relationship between the extent of 4Ps assistance and academic performance of the pupils.

**Findings:** The data were collected through a questionnaire that were distributed to thirty-three (33) target Grade 4-6 pupils 4Ps beneficiaries in Bagbag II Elementary School. The results revealed that the 4Ps provided much support to the educational and health needs of the pupil-beneficiaries. There is a moderate positive correlation between academic performance and educational needs support and financial needs support. This study implies that the Pantawid

Pamilyang Pilipino Program (4Ps) has significantly helped in improving the academic performance of pupil-beneficiaries in Bagbag 2 Elementary School. This study is valuable not only in Bagbag 2 Elementary School but in other institutions where the 4Ps program is implemented. The policy makers and other stakeholders in education will somehow help sustain the program for the benefit of all its beneficiaries.

**Research limitations/implications:** This study will focus on the assessment of Pantawid Pamilyang Pilipino Program and its implication to grades 4-6 pupil – beneficiaries' academic performance particularly in Bagbag II Elementary School in the Municipality of Rosario, Rosario Cavite. The respondents of this study will be thirty-three (33) Grade 4-6 4Ps beneficiaries from Bagbag II Elementary School. This study will deal with the profile of Grades 4-6 pupils who are 4Ps beneficiaries in terms of age, gender, educational attainment of parents, estimated monthly income and academic performance. This will also investigate the levels of support provided to its pupil-beneficiaries in the following areas: educational needs, health needs and financial needs.

**Originality/value:** The researchers want to know the relevance of being a member of the government's 4Ps program.

**Keywords:** 4Ps, academic performance, financial assistance, program implementation

### THROUGH THE THORNS TO THE SKY: ASSESSMENT ON PUBLIC SCHOOLS READINESS ON BLENDED FACE-TO-FACE CLASSES

DIV-BR-GO-2-22

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**Purpose:** This study began in February 2021, a few months after the December 2020 Presidential Order was repealed and the Education Secretary recommended trials for face-to-face classes in the Philippines, which were opposed by many political parties and business organizations. This study looks at how ready DepEd Cavite schools were for blended face-to-face classes in terms of students, personnel, facilities, COVID-19 administration, and key stakeholders.

**Design/methodology/approach:** A quantitative research design was used in this study. The DepEd School Safety Assessment Tool was utilized to measure the readiness of schools. All school heads in Ternate and Magallanes, Cavite participated in the study. These districts had the lowest number of COVID-19 cases in the province in August 2021.

**Findings:** None of the schools were able to achieve complete readiness for blended face-to-face classes. In terms of personnel-related factors, the schools' readiness was 67%; systems-related factors at 57.14%; students-related factors with 47.10%; facilities-related factors at 46.25%; and stakeholders-related factors with 38.75%. The priority areas of the Cavite for the resumption of face-to-face



classes in SY 2022-2023 were alternative work arrangements, the provision of personal protective equipment, COVID-19 case management, the reinforcement of shared responsibility with stakeholders, and the smooth conduct of in-person classes.

**Research limitations/implications:** This study was conducted in September 2021, when face-to-face classes were still not possible.

**Originality/value:** This was the sole study done to determine if blended face-to-face classrooms could be implemented successfully in DepEd Cavite, hence its results are very important.

**Keywords:** face to face classes, public schools' readiness, new normal education

### **UNCOVERING PARENTAL PLIGHTS AND PRACTICES AS HOME LEARNING FACILITATORS (HLFS) IN DISTANCE EDUCATION: BASIS FOR THE DEVELOPMENT OF HOME-BASED LEARNING SUPPORT PROGRAM IN ROSARIO DISTRICT**

ROS-BR-GO-11-22

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**Purpose:** This study was undertaken to uncover parents' plights and practices as home learning facilitators in distance education among public elementary schools in Rosario district.

**Design/methodology/approach:** The phenomenological method of research was employed in this study. The participants were purposively selected considering the set criteria. The qualitative data obtained from in-depth interview were thematically analyzed. Intercoding was done to ensure rigorous coding procedures during data analysis.

**Findings:** Five (5) pervasive themes emerged to describe parents' plights in facilitating learning at home, which included lack of facilitation skills, time constraints due to work and household duties, difficult lessons, children's poor reading skills and attitude toward learning. Furthermore, various practices that parents employ in guiding their children included explaining the lessons, seeking support from friends and relatives, asking teachers' assistance, and 'Googling' the answers.

**Research limitations/implications:** This study focused mainly on the experiences of parents in the context of modular distance learning approach. The findings may be considered as basis in redesigning the country's future plans concerning distance education, specifically in Rosario district, with utmost consideration to parents who are partners in achieving quality education for learners.

**Originality/value:** This research study mirrors the reality of the situation faced by parents in distance education and this gave rise to the development of Rosario district's Home-based Learning Support Program aimed at capacitating parents in the following areas: facilitation of learning, learners' behavior management and time management.

**Keywords:** parental involvement, distance education, facilitators, phenomenon

## HUMAN RESOURCE DEVELOPMENT

### A GLIMPSE: SCHOOL-BASED LEARNING ACTION CELL AS A CONTINUING PROFESSIONAL DEVELOPMENT PROGRAM IN EMILIANO TRIA MEMORIAL NATIONAL INTEGRATED HIGH SCHOOL

KAW-BR- HR-38-22

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**Purpose:** This research aims to improve the performance of teaching personnel at Emiliano Tria Tirona Memorial National Integrated High School by implementing a school learning action cell as a means of continuous learning and development.

**Design/methodology/approach:** The study utilized the Descriptive Method of research to gather data on the characteristics of the respondents. The research design followed the Input-Process-Output Model (IPO), and a 5-point Likert Scale was used for the survey questionnaire.

**Findings:** The study assessed the training needs of teachers in various areas, including Learners' Diversity with Multiple Intelligences, Content and Pedagogy with Range of Teaching Strategies, Assessment and Reporting with Revised Blooms Taxonomy, 21st Century Skills, Curriculum Contextualization with Localization, and DepEd Thrusts and Policies with Reading Program. The identified problems in the school included Prioritization of Topics, Assessment of Training Needs, Preparation of LAC Materials, Planning the LAC, Monitoring and Evaluation, and Giving Feedback. An Action Plan was developed as the output of the research study to institutionalize the implementation of the learning action cell.

**Research limitations/implications:** The study focused on the training needs and identified problems stated in the survey questionnaire. The results provide guidance for administering school-based LAC sessions to improve teaching and learning.

**Originality/value:** The LAC Plan serves as a guide for LAC facilitators in planning, implementing, monitoring, and evaluating the sessions. It is subject to validation, and the suggested activities and success indicators provide potential interventions to address the identified needs.

**Keywords:** School-based Learning Action Cell, LAC Plan, training needs of teachers, teacher performance



## **ANALYSIS OF THE ATTRITION RATE OF DEPED CAVITE PROVINCE SCHOOL-BASED PERSONNEL**

DIV-BR-HR-5-22

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**Purpose:** This study seeks to explore the attrition rate of DepEd Cavite Province School-based personnel, their profile in terms of age, sex, position, length of stay, nature of departure and factors contributing to departure.

**Design/methodology/approach:** It utilized mixed method of quantitative and qualitative research designs-basic research approach involving 589 school-based personnel, who answered the online exit interview. Data was analyzed using descriptive statistics and qualitative data analysis for the factors contributing to departure.

**Findings:** Out of the 589 school-based personnel respondents, majority were females, belonging to the age group of 55 to 60 years, teachers, with >25 years in service, and retired. Main factors identified to have caused their departure include gender-related roles in the family, economic reasons, migration, change of career or profession, better benefits from other place of work, health reasons, transfer to other Divisions, and end of contract, or appointment. When asked of the aspects of their role that they had struggled with, the respondents highlighted the following: inability to cope with ICT or digital tasks, overlapping workload, transition to New Normal setting in education, health concerns, repetitive reports and insufficient number of human resources to accomplish tasks.

**Research limitations/implications:** Data was gathered through online exit interview from May 2021 to December of 2022. No data available from the prior years.

**Originality/value:** This research was conducted to help address issues related to employee attrition rate and design interventions to improve employee retention.

**Keywords:** attrition rate, retention rate, human resource, human resource development

## **ANALYSIS ON ADAPTABILITY OF TLE TEACHERS ON BLENDED LEARNING MODALITY**

ALF-BR-HR-30-22

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**Purpose:** This study aims to analyze the cognitive readiness and emotional readiness of TLE teachers of Alfonso Integrated High School and identify adaptive behaviors in blended learning modality.

**Design/methodology/approach:** This mixed method (qualitative and quantitative) study made use of a validated researcher-made tool to assess and analyze adaptability of TLE teachers in blended learning modality.

**Findings:** The results of this study revealed that the extent of adaptability of TLE teachers is statistically significant. This implies that TLE teachers possess cognitive and emotional adaptability. It only connotes that despite of the difficulties and hardship, TLE teachers can overcome the challenges brought about by COVID – 19 pandemic. It is also evident on the responses that teachers experienced new way of teaching-learning process. Moreover, teachers enumerated adaptive behavior such as determined and motivated, conscientious, resilient, resourceful, and having a positive attitude.

**Research limitations/implications:** This study is limited in analyzing the adaptability and readiness of TLE teachers in terms of cognitive and emotional readiness and adaptive behavior.

**Originality/value:** The contribution of this study is deemed substantial, given the current situation our TLE teachers is experiencing. The findings of this research would serve as basis in formulating an action plan that will help and support our teachers in times of pandemic. Furthermore, this study will help to identify the appropriate trainings and seminars to immediately address the needs of teachers.

**Keywords:** Blended distance learning modality, cognitive readiness, emotional readiness, COVID-19

## ASSESSMENT OF CHALLENGES ENCOUNTERED AND THE COPING MECHANISMS OF TEACHERS IN THE NEW NORMAL

ALF-BR-HR-11-22

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**Purpose:** The study assessed the common challenges encountered by the teachers and their extent during the new normal and the coping mechanisms they employed to overcome the struggles in Kaytitinga Elementary School.

**Design/methodology/approach:** Data were analyzed using the mixed method. An online survey questionnaire was sent to 25 Kaytitinga Elementary School teaching personnel. A 4-point Likert scale was used to analyze the challenges and their extent as encountered by the teachers. However, a thematic approach was used to identify the coping mechanisms and the recommendations of the respondents. Responses were read comprehensively and themes were formed according to the content of every answer.

**Findings:** This study revealed that the new normal is challenging for teachers of Kaytitinga Elementary School with a weighted mean of 3.17 in all the challenges given. The highest challenge was tracking learners' ability to read and follow instructions. Coping mechanisms employed are flexibility, time management, connectivity, positivity, and safety first while the recommendations circled on having good communication skills, a positive mindset, professional development, health, and flexibility.



**Research limitations/implications:** This study involved 25 teaching personnel of Kaytitinga Elementary School. The interpretation of qualitative data relied only on how the researcher interpreted the participants' responses.

**Originality/value:** This study includes a list of suggestions for teachers to help them cope with the new normal. The results the study may serve as guide in helping learners in strengthening their ability to cope with the challenges during different types of learning modality.

**Keywords:** challenges, coping mechanisms, new normal

### **ASSESSMENT OF TEACHERS' EXPERIENCES AS LEARNING RESOURCE (LR) DEVELOPERS IN GRADES 1-3 MATHEMATICS IN THE DIVISION OF CAVITE**

GEA-BR-HR-6-21

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**Purpose:** This study assessed the experiences of the teacher as learning Resource Developer of Grade 1-3 Mathematics in the Division of Cavite.

**Design/methodology/approach:** The descriptive method will be used by the researcher in this study. This method of research will be used to determine the current conditions, relationships, practice or belief, points of view, attitudes and trends that will be supposed to be developed by teachers as learning resource developers in Mathematics. The researchers believe that the result of this study will be of great use in assessing teachers' experiences as learning resource (LR) developers in Mathematics.

**Findings:** The teacher who developed the learning resources for Mathematics 1-3(Key Stage 1) since the division conducted different trainings, seminars, workshop and webinar trainings focusing to the creation and development of learning resource especially in the new normal way in delivering learning to our pupils.

**Research limitations/implications:** The Experiences of Grade 1 to 3 Teachers in developing learning resources in mathematics.

**Originality/value:** Experiences is indispensable in the new normal.

**Keywords:** Learning resources, descriptive methods



**ASSESSMENT ON THE LEVEL OF RESEARCH COMPETENCE OF DEPED MENDEZ  
 TEACHING PERSONNEL: BASIS FOR A PROPOSED RESEARCH CAPACITY-BUILDING  
 PROGRAM**

MEN-BR-HR-10-22

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**Purpose:** This study assessed the level of research competence of DepEd Mendez teaching personnel in terms of writing a research proposal and publishable paper; as basis for a research capacity-building program.

**Design/methodology/approach:** Simple random sampling technique was used in selecting the 127 participants. Descriptive survey method was employed, and a modified instrument based on the study of Abarro and Mariño (2016) was used. Frequency, mean, and chi-square test were used to analyze and interpret the data.

**Findings:** The participants' level of research competence in terms of writing a research proposal obtained a mean of 2.90, and writing a publishable paper got a mean of 2.77, both interpreted as competent. Furthermore, the participants' level of research competence has no significant association with their position, highest educational attainment, and research training/s attended since the p-value is greater than 0.05 level of significance.

**Research limitations/implications:** Based on the results, needs assessment analysis and impact evaluation before and after the training were recommended. Also, a hands-on technical assistance was also suggested to further enhance the participants' level of research competence.

**Originality/value:** This study was the first to assess the teachers' level of research competence in the district of Mendez, to serve as baseline data in proposing a research capacity-building program. Also, this aimed to improve the research productivity and engagement of DepEd Mendez teaching personnel in writing research proposals and publishable paper in research conferences.

**Keywords:** Assessment, Research Competence Level, Capacity-Building program, Human Resource Development



**ASSESSMENT ON THE PROFICIENCY OF SAN ANTONIO ELEMENTARY SCHOOL  
TEACHERS ON RESULTS-BASED PERFORMANCE MANAGEMENT - PHILIPPINE  
PROFESSIONAL STANDARDS FOR TEACHERS (RPMS-PPST) FOR S.Y. 2021-2022: BASIS  
FOR UPSKILLING AND RESKILLING PROGRAM FOR TEACHERS**

NOV-BR-HR-8-21

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**Purpose:** The purpose of this study is to assess the RPMS-PPST proficiency of San Antonio Elementary School Teachers for the school year 2021-2022. The findings will be used to develop programs for upskilling and reskilling teachers.

**Design/methodology/approach:** In this study, the quantitative method was used. A 4-point Likert Scale was used to collect quantitative data. Mean scores were used in data analysis to determine the central tendency of the data collected. Adjectival interpretation was given based on the range of the scale.

**Findings:** According to the findings, respondents are proficient in the indicators of the PPST-RPMS 2021-2022 version. The findings will be used to conduct in-service trainings, LAC sessions, and technical assistance to help teachers upskill and reskill.

**Research limitations/implications:** This study included fourteen teachers from Kindergarten to Grade 6 at the aforementioned school. The research tool was a modified version of the RPMS-PPST self-assessment tool.

**Originality/value:** The findings will assist the school in conducting trainings, LAC sessions, and technical assistance to improve teachers' skills on various RPMS-PPST indicators.

**Keywords:** Results-Based Performance Management - Philippine Professional Standards for Teachers, Likert scale, upskilling, reskilling, LAC sessions, technical assistance

**ATTITUDE, CAPABILITY, AND RESEARCH ENGAGEMENT AMONG THE ELEMENTARY  
SCHOOL HEADS AND MASTER TEACHERS IN THE MUNICIPALITY OF INDANG: BASIS  
FOR A MUNICIPALITY RESEARCH TRAINING PROGRAM**

IND-BR-HR-24-21

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**Purpose:** This study aimed to assess the attitude, capability, and research engagement of elementary school heads and master teachers in the Municipality of Indang as a basis for developing a research training program.

**Design/methodology/approach:** The study utilized a quantitative/descriptive correlation design to describe and understand the existing phenomenon. Quantifiable data collected through a Google Form were analyzed using statistical and computational techniques.

**Findings:** The results indicated a weak positive relationship between teachers' attitudes and their research capability, with a computed r-value of 0.4929. This suggests that attitudes and capacities tend to improve together, although the connection between them is not strong. High ratings for research capability often coincide with positive attitudes among teachers. There was a very strong positive correlation between teachers' attitudes and their engagement in conducting research, with a computed r-value of 0.7499. This indicates that high values for research engagement are frequently observed alongside positive attitudes among teachers. Teachers' capabilities and research engagement showed a weak positive relationship, with a computed r-value of 0.4174. High values for teacher capability often go hand in hand with high values for research engagement.

**Research limitations/implications:** The study included 26 elementary school heads and 19 elementary master teachers in the Municipality of Indang as respondents.

**Originality/value:** Based on the study's results, a training program is recommended to improve the attitude, capacity, and research engagement of elementary school heads and master teachers. This program will support and guide the research initiatives of the municipality and ensure the quality of its research output.

**Keywords:** Attitude, Capability, Research Engagement

### **BASIC AND ACTION RESEARCH SERIES (BARS): A RETOOLING STRATEGIES TO IMPROVE RESEARCH CAPABILITY PERFORMANCE OF TEACHERS IN TIMES OF UNCERTAINTY**

SIL-AR-HR-33-22

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**Purpose:** The main purpose of this study is to assess the capability of teachers basic and action research writing in Bulihan Integrated National High School, Silang Cavite that will be the basis for conducting research capability program for to teachers, school administrators, guidance counselors and stakeholders that will help improve educational outcomes.

**Design/methodology/approach:** The participants of the study were the selected teachers of the S.Y. 2021 - 2022. The researchers utilized mixed method approach and non-probability sampling. Survey, semi-structured interviews and focus group discussion were conducted by the researchers.

**Findings:** It was found that teachers have low level of familiarity in DepEd research format based from the research management guidelines. In terms of research writing competency, it reveals that developing topics and finding sources; research methodologies, and writing conclusions and recommendations had very little knowledge with a mean score of 2.40, 1.98, and 2.33 while analyzing and interpretation of data had average results. Further, they stated challenges



encountered in research writing such as time management because of busy schedule. They also suggested to include research topic on their LAC/INSET training to update themselves in new trends in research.

**Research limitations/implications:** This study provides deeper assessment on the capability of teachers in research writing as basis to improve their skills to write on their pace especially classroom setting.

**Originality/value:** This study provides deeper assessment on the capability of teachers in research writing as basis to improve their skills to write on their pace especially classroom setting.

**Keywords:** Basic Research, Action Research, Series, Teachers, Capability

### **BRINGING TO LIGHT THE CHALLENGES AND SOLUTIONS OF SELECTED TEACHERS ON SELF-MADE PRODUCED INSTRUCTIONAL VIDEOS**

ALF-BR-HR-31-22

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**Purpose:** In this study, the researcher identified the challenges and solutions of selected teachers in creating self-made video instructions. The results served as the basis for formulating an action plan that will help teachers overcome the challenges they faced.

**Design/methodology/approach:** This study utilized a qualitative method using a validated researcher-made tool to identify the challenges and the solutions in self-made produced videos.

**Findings:** The results of this study unveiled the challenges encountered in the creation of instructional videos. Results revealed that 20% of the respondents do have skills, but time constraints prevent them from creating instructional videos often. Furthermore, 67% of respondents lack the technical knowledge to create one. On the other hand, 13% of the respondents do not attempt to produce due to a lack of basic skills in editing videos. "DIY" strategies, support, and assistance from skilled colleagues and family members are the coping mechanisms applied.

**Research limitations/implications:** This study is limited to identifying the challenges and solutions of selected teachers in self-made produced instructional videos.

**Originality/value:** The contribution of this study is deemed substantial, given the current situation our teachers are experiencing in creating self-made instructional videos. Results would serve as the basis for formulating an action plan that will help teachers cope with the advancement in the use of ICT in the teaching-learning process.

**Keywords:** Self-made instructional video, time management, supplement, preference

**BUILDING A WHOLE YOU THROUGH PROJECT PRO-LIFE: AN INTERVENTION  
TOWARDS IMPROVED COPING MECHANISM OF TEACHERS IN THE NEW NORMAL**

ALF-AR-HR-5-22

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**Purpose:** The main intent of this study was to determine the impact of Project Pro-life as an intervention towards improved coping mechanism of teachers in Pansin Elementary School during this pandemic.

**Design/methodology/approach:** The participants of the study were 27 teachers who have experienced joining all the activities under Project Pro-life. This study was primarily quantitative research which the data gathered were tallied, tabulated, analyzed using the weighted mean, standard deviation, and mean difference. The t-test was used to determine the significant differences between the pretest and posttest scores.

**Findings:** The participants have significant higher scores in the intervention program. With the t-value of 10.33 and p-value of 0.001 in the mean scores, it revealed that the p value is less than the 0.05 level of significance which indicated that the intervention program has an impact in the coping mechanism of teachers in Pansin Elementary School.

**Research limitations/implications:** This research may not only yield to an implementation of an effective intervention for teachers but may also nurture future educators to cope up not only during pandemic but also in times of other calamities even war.

**Originality/value:** Project Pro-life was used as an intervention and was viewed to have an impact to teachers in the growth of their well-being as well as improving their coping mechanism in times of COVID-19 pandemic.

**Keywords:** Coping mechanism, perceived stress, intervention

**CHALLENGES ENCOUNTERED BY SENIOR HIGH SCHOOL TECHNICAL-VOCATIONAL-  
LIVELIHOOD (TVL) TRACK TEACHERS OF SAN JOSE COMMUNITY HIGH SCHOOL IN  
USING THE LIMITED FACE TO FACE LEARNING MODALITY IN THE SECOND  
SEMESTER OF S.Y. 2021-2022**

GMA-BR-HR-2-22

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**Purpose:** This study sought to determine the challenges encountered by SHS-TVL Track teachers of San Jose Community High School in using the Limited Face-To-Face Learning Modality. The results of the study were used to address the challenges encountered and create intervention programs to help the teachers cope with the current situation.

**Design/methodology/approach:** This study is a qualitative research that used the descriptive analysis research design. Applying the Purposive Sampling, which is a



non-probability sampling, this study involved all of the fifteen (15) Senior High School teachers in a Focus Group Discussion.

**Findings:** The top five (5) major challenges faced by the Senior High School-Technology Vocational Livelihood (SHS-TVL) teachers under the Limited Face-To-Face Learning Modality are : a) Limited teaching/learning resources; b) Absenteeism of the students; c) Failure to submit outputs on time; d) Teachers' multiple work loads; and e) Learning gaps of students. The approaches utilized by the teachers to address the challenges are conducting remedial classes, applying suitable teaching strategies and Home Visitation.

**Research limitations/implications:** This study only focused on the challenges encountered by SJCHS SHS-TVL teachers in using Limited Face-To-Face Learning Modality for the second semester of SY 2021-2022.

**Originality/value:** This study was the first of its kind conducted in SJCHS under the progressive limited Face-to-face learning modality in which new and different scheme is being utilized. The results served as bases for an action research on intervention to be provided to address emerging issues.

**Keywords:** Challenges Encountered, Limited Face-To-Face Learning Modality, SHS-TVL Track

### **CONFLICT MANAGEMENT STRATEGIES AND PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL HEADS AND TEACHERS: BASIS FOR A PROPOSED TRAINING MODEL**

IND-BR-HR-10-21

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**Purpose:** The study aimed to gain insight into the Conflict Management Strategies (CMS) employed by public elementary school heads and teachers in the Municipality of Indang, with potential personal and professional benefits.

**Design/methodology/approach:** The study included public elementary school heads and teachers in selected schools, determined through simple random sampling. A survey questionnaire was utilized as the main data-gathering instrument. The descriptive method of research was employed, and statistical tools such as frequency, percentage, weighted mean, ranking, T-test, and correlation were used for data interpretation.

**Findings:** The study revealed the following findings: (1) Conflict management strategies were frequently observed, with an overall mean value of 3.81. (2) There was no significant difference in the assessment of conflict management strategies. (3) School heads and teachers demonstrated very satisfactory performance in the last three years. (4) Moderate negative correlations were found between conflict management strategies and the performance of school heads and teachers. (5) A Proposed Training Model was developed to prevent, manage, and resolve conflicts. (6) The Proposed Training Model was deemed

acceptable by the participants. Based on the findings, the study concluded that conflict management strategies were frequently observed, and there was no significant difference in their assessment. Both school heads and teachers exhibited very satisfactory performance. A moderate negative correlation was found between conflict management strategies and their performance. The Proposed Training Model aimed to address conflicts and was considered acceptable.

**Research limitations/implications:** The implications of the study include the need for a balanced approach to initiate and implement change, resolution of workplace issues through negotiation, continuous adoption of conflict management strategies, and the recommendation to adopt the Proposed Training Model to address weaknesses in conflict management.

**Originality/value:** The study's contribution lies in addressing weaknesses in conflict management strategies used by different schools.

**Keywords:** Conflict Management Strategies, Proposed Training Model, Competing, Collaborating, Compromising, Avoidance, Accommodating

### **CONQUERING ANXIETY AND BURNOUT: CLOVERLEAF PROGRAM FOR MIDDLE MANAGERS, SCHOOL LEADERS, TEACHERS, AND NON-TEACHING PERSONNEL**

DIV-AR-HR-3-22

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**Purpose:** This study explores the effectiveness of the Cloverleaf Program in improving the anxiety and burnout levels of Department of Education SDO Cavite Province (DepEd Cavite) personnel.

**Design/methodology/approach:** It utilized quantitative research design using the action research method. All DepEd Cavite personnel were invited to participate in the study. However, the pretest was answered by only 3,110 participants, while the posttest was filled out by 1,607 participants. A total of 508 participants answered both the pretest and posttest. The Maslach Burnout Inventory and General Anxiety Disorder-7 tools were used to measure the anxiety and burnout levels of the participants. The data was analyzed using frequency counts, median, and a two-tailed Wilcoxon signed rank test.

**Findings:** Before the Cloverleaf Program, the participants were found to have mild anxiety, moderate degrees of occupational exhaustion and depersonalization, and a low degree of personal accomplishment. After the program, the participants reported the same levels and degrees of anxiety and burnout. However, statistical tests revealed a significant difference in the burnout and anxiety levels of the participants who answered both the pretest and posttest.

**Research limitations/implications:** This study focused on the resilience-building intervention of the Cloverleaf Program.



**Originality/value:** This research was the result of the previous Cloverleaf Program, which focused on improving the psychological distress, anxiety, and depression levels of the teachers.

**Keywords:** wellness program, mental health, anxiety, burnout

### **FINANCIAL LITERACY AND SAVING DECISIONS OF TRECE MARTIRES CITY SENIOR HIGH SCHOOL TEACHERS IN TRECE MARTIRES CITY**

TMC-AR-HR-55-22

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**Purpose:** The purpose of the study is to determine the level of financial literacy and saving decisions of the senior high school teachers in Trece Martires City and the adopted instrument was distributed to the 52 permanent and probationary teachers

**Design/methodology/approach:** The senior high school teachers need were stressed as basis for conducting seminars and training's for financial literacy and savings decision using descriptive research. The adopted instruments in terms of financial literacy and savings decision were given to all Senior High School Teachers in Trece Martires City.

**Findings:** The findings of the study revealed that the majority of the respondents ranged their monthly income from Php46, 000 and above, with a family size of 4-6 members. Teachers are highly literate with a highest mean of 3.549 in satisfying to save money to spend for a long time while most teachers keep a portion of their allowance for savings with a mean of 3.096. Having no significant difference in the level of financial literacy and savings decisions when grouped according to monthly family income and size of the family. Further results show that there is a strong relationship between financial literacy and savings decisions with a correlation coefficient at 0.587.

**Research limitations/implications:** The general recommendation for this study was to develop financial education policies among teachers and conduct program to strengthen their financial goals.

**Originality/value:** It will serve as the cornerstone for enhancing their capacity for planning and managing financial intelligence to become financially literate and start saving money

**Keywords:** Financial Literacy, Saving Decisions, Senior High School Teachers, Trece Martires City



## ICT COMPETENCIES OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN CLUSTER 2, SILANG DISTRICT, DIVISION OF CAVITE: AN ASSESSMENT

SIL-BR-HR-13-22

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**Purpose:** The Present study aimed to assess the competencies of teachers from Cluster 2 of Silang District, Division of Cavite, in development and implementation of Information Communication Technology (ICT)- based education.

**Design/methodology/approach:** Survey method of research was employed for the study. A rating scale was used to know the level of Teachers' ICT related competencies. The rating scale consisted of 18 items based on six types of teacher competencies namely- Understanding ICT in education pedagogy; Curriculum and assessment; Pedagogy; Application of digital skills; Organization and administration; and Teacher professional learning.

The sample consisted of 228 teacher educators among which 17 were males and 211 were females. Data was collected using e-mail and by personally contacted the respondents and analyzed using frequencies and percentage.

**Findings:** Findings of the study reveal that the age and seminars/training attended related to ICT have significant relationship with their ICT Competency thus, the teachers' profile as to gender has no significant relationship with their ICT Competency. Therefore, the increasing use of information and communication technologies (ICTs) has revolutionized the teaching-learning process in the 21st century. The use of ICT in education not only improves classroom teaching learning process, but also provides the facility of e-learning and distance learning to the learners.

**Research limitations/implications:** This study involves 228 or 42.69 percent of public elementary school teachers from Cluster 2, District of Silang. Furthermore, this study covers only one year for the school year 2021-2022. Hence conclusion and recommendation, maybe applicable only to the scope.

**Originality/value:** The successful use of ICT will positively affect the educational process and give systematic instructions that will lead to productive result of learning.

**Keywords:** ICT Competency, education pedagogy; Curriculum and assessment; digital skills; Organization and administration; and Teacher professional learning

**IMPACT OF PERSONAL AND ORGANIZATIONAL CONFLICT ON SENIOR HIGH SCHOOL TEACHERS OF TANZA NATIONAL COMPREHENSIVE HIGH SCHOOL**

TAN-BR-HR-14-22

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**Purpose:** This study assesses the Impact of Personal and Organizational Conflict on Senior High School Teachers of Tanza National Comprehensive High School.

**Design/methodology/approach:** The study used frequency count and percentage to determine the demographic profile of the respondents in terms of years in service, present position and educational attainment. The mean and SD score were computed to investigate the level of satisfaction of teachers in instructional coaching and One-way Analysis of Variance were used to determine the significant difference on the level of satisfaction of teachers in instructional coaching when grouped according to their profile.

**Findings:** According to the findings of the study, senior High School teachers were often impacted by the personal and organizational conflicts thus it revealed that there is no significant difference between the levels of impact to teachers when grouped according to their profile.

**Research limitations/implications:** This study is limited to the Impact of Personal and Organizational Conflict on Senior High School Teachers of Tanza National Comprehensive High School. The findings of this study will serve as the foundation for developing seminars and trainings aimed at solving personal and organizational conflicts in the school.

**Originality/value:** The study can be used to help shape policy on instructional leader's roles in instructional competency and instructional leadership, with the goal of raising educational quality and standards.

**Keywords:** organizational, personal, commitment to work, classroom situation, personnel's mental stress

**IMPACT OF THE NEW NORMAL SET-UP TO THE CAREER DEDICATION OF SELECTED JHS AND SHS TEACHERS OF ETTMNIHS SY 2020-2021**

KAW-BR-HR-5-22

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**Purpose:** The study was conducted to assess and/or evaluate the impact of the new normal set-up to the career dedication of selected JHS and SHS of ETTMNIHS teachers for the SY 2020-2021.

**Design/methodology/approach:** This research employed descriptive research design. The participants were selected JHS and SHS teachers of ETTMNIHS, who underwent stratified sampling.

**Findings:** The respondents answered that they are “ALWAYS” dedicated in their role as a teacher in crucial as for making sure that the learners stay engaged and do not lose their motivation (4.50) being the highest. Moreover, the respondents are “ALWAYS” dedicated in maintaining harmonious relationship with the parents/guardian and informing the parents about the problem of the students, both (4.50). On the contrary, the respondents “SELDOM” lose their dedication for not being able to have the time to have chats with each family member, (2.33) being the lowest. In general, the respondents are “OFTEN” dedicated in their teaching career with a grand mean of (3.06).

**Research limitations/implications:** The study focuses on the work ethics that are considered as the principle or standards of behavior that shows proper conduct of a person in his/her workplace.

**Originality/value:** Findings of the study will support the career dedication of selected JHS and SHS teachers of ETTMNIHS and it will thoroughly understand and support the well-being of the teachers.

**Keywords:** Dedication, New Normal, Career, Pandemic

### INFORMATION AND COMMUNICATION TECHNOLOGY COMPETENCIES OF TEACHERS: BASIS FOR INSTRUCTIONAL DEVELOPMENT PROGRAM

ALF-BR-HR-22-22

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**Purpose:** The main purpose of this study was to assess the ICT competencies of school heads and primary teachers in Unit I of Municipality of Alfonso and to propose an Instructional Development Program based on the assessment of ICT competencies.

**Design/methodology/approach:** Descriptive method was used in interpreting the data. Percentage, weighted mean and 5-point Likert Scale Method and T-test were used.

**Findings:** Based on the result, teacher respondents assessed the level competencies as competent in terms of technology and operations (WM=3.94) and pedagogy (WM=3.8). School heads assessed the level competencies as competent also in terms of technology and operations (WM=3.85) and pedagogy (WM=3.69). The computed t-value of .8271 proved that the study was significantly valid.

**Research limitations/implications:** This study was limited to 24 primary teachers and 6 school heads of Unit 1, Municipality of Alfonso. The result of the study would help teachers and school heads identify their weaknesses in ICT and serve as basis of intervention. It also led school heads/ICT Coordinators to proposed a plan to enhance ICT skills of teachers in their municipality.

**Originality/value:** Through the propose development program of this study, teachers will be equipped with suitable ICT competencies needed to make



learning relevant whatever modality schools offered which will make teaching learning process more interesting and meaningful.

**Keywords:** competencies, assessment, technology operations, concept, pedagogy

**JOB SATISFACTION AND PERFORMANCE OF TEACHING AND NONTEACHING EMPLOYEES OF SAN ROQUE ELEMENTARY SCHOOL UNDER THE NEW NORMAL EDUCATION**

NAI-BR-HR-27-22

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**Purpose:** This study aims to understand how to help and improve the satisfaction and performance of teachers, as professionals often have the opportunity to enhance their lives and find contentment.

**Design/methodology/approach:** The research utilized a quantitative method through an online platform, specifically Google Forms, where teachers answered a questionnaire. Mean and correlation were used as statistical methods to analyze the data.

**Findings:** The overall mean for the Level of Job Satisfaction was interpreted as "High" with a mean rating of 3.21. The overall mean for the level of performance was 3.58, also interpreted as "High". There was no significant relationship found between the respondents' level of job satisfaction and their performance.

**Research limitations/implications:** Despite being in the new era of education, teachers were able to perform well and find satisfaction in their work environment. The findings suggest that job satisfaction and performance are not related, but further research is recommended.

**Originality/value:** Understanding the factors and areas that need improvement for employees helps address institutional problems gradually. By listening, observing, and acknowledging the satisfaction and challenges of each employee, strong relationships can be built and work can be improved, creating better opportunities for all.

**Keywords:** Job Satisfaction, Performance, New Normal Education

**JUNIOR HIGH SCHOOL TEACHERS' RESEARCH COMPETENCE AND ATTITUDES TOWARDS MAKING RESEARCH: BASIS FOR SCHOOL-BASED VIRTUAL CAPABILITY PROGRAM IN THE DISTRICT OF TRECE MARTIRES CITY**

TMC-BR-HR-39-22

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**Purpose:** The purpose of this study was to identify the concerns and problems of public junior high school teachers in Trece Martires City, assess their research

competence and attitude, and recommend solutions based on the findings. The study utilized a qualitative-descriptive design.

**Design/methodology/approach:** The respondents were randomly selected from different clusters. Mean rankings were used to assess perceptions of competence and attitudes towards research. Survey questionnaires were administered to 30 participants. Descriptive analysis, frequency counts, and percentile ranking were used to analyze the data.

**Findings:** The results indicated that teachers had a moderate level of research competence and neutral attitudes towards research. They were motivated to write research but faced difficulties due to time constraints and other responsibilities. The research capability of teachers was correlated with mentoring and action planning skills, motivation and attitudes towards research, and the number of completed studies, although the magnitude of these relationships varied. Notably, research capability had a low, negative but significant relationship with age and accumulated years of service.

**Research limitations/implications:** The research capability of teachers tends to decline as they age and accumulate more years of service. The motivation to write research, the number of completed studies, and age were identified as determinants of research capability. Further research is recommended to explore these factors in more depth.

**Originality/value:** This study highlights the importance of motivation, productivity, and early engagement in research as predictors of research capability among teachers. Further research is needed to deepen our understanding of these factors and their impact.

**Keywords:** research, competence, attitudes, productivity, professional development

### **KEEN RAPPORT AND MOTIVATION (KRM) METHOD: BASIS FOR TEACHERS' PROFESSIONAL GROWTH AND DEVELOPMENT**

NAI-AR-HR-23-22

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**Purpose:** The KRM Method is the intervention made by the researchers that includes different activities such as Seminars, Learning Action Cell (LAC) or a Workshops. The main reason of having this method is to help teachers improve their way of thinking and adapting to the current situation for further professional growth and development.

**Design/methodology/approach:** The quantitative research method was used specifically the Descriptive Statistics. The subject for this study are the seventeen (17) nationally funded teachers of Halang Elementary School – Belmont Extension.

**Findings:** Findings shows that with the used of KRM Method, more teachers have been able to think more positively and have engaged their selves in different



activities such as being enrolled in graduate studies, participated in different contest and others.

**Research limitations/implications:** This research was conducted to all the seventeen (17) nationally funded teachers of Halang Elementary School - Belmont Extension. From the result of the study, the KRM Method was helpful to teachers since it helped in improving their way of thinking and adapting in the real life scenario of a teacher nowadays. With continuous used of this method, more and more teachers will eventually find it more easily to be engaged in different programs offered in the Department of Education (DepEd) without hesitation or reservation.

**Originality/value:** This study will help more teachers to become optimistic and adaptive in the current programs offered for teachers.

**Keywords:** KRM Method, Intervention, Professional Growth and Development, Encouragement, Motivation

### **LEARNING FACILITATORS' PERCEPTIONS TOWARDS PRINTED MODULAR DISTANCE LEARNING (PMDL) AT VICTORIANO LUCIANO ELEMENTARY SCHOOL FOR SY 2021-2022: A BASIS FOR FUTURE ACTION PLAN**

TMC-BR-HR-59-21

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**Purpose:** The main objective of the study is to determine the learning facilitators' perceptions regarding the implementation of printed modular distance learning in Victoriano Luciano Elementary School for SY 2021-2022 as basis for future action plan.

**Design/methodology/approach:** Descriptive statistics, including weighted mean, percentage and rank was employed to analyze the responses of the learning facilitator. 100 learning facilitators from Kindergarten to Grade 6 was the respondents of the study, they are selected through convenience sampling.

**Findings:** The salient findings revealed that learning facilitators mostly agreed to the strategies on giving learning tasks to the learners (4.23%) and highly agreed on the process during the distribution and retrieval of modules (4.41%), time allotment (4.37%) for each learning tasks, conduct of enhancement and remediation activities (4.36%), observance of safety and health protocols (4.61%) and communication with teachers (4.62%). Overall, it was positively perceived by the learning facilitators as it gained a high approval rating in all set of indicators presented in each factor. An action plan was crafted to further improve the current implementation of the printed modular learning in the new normal.

**Research limitations/implications:** The respondents of the study was limited only for 100 learning facilitators from Kindergarten to Grade 6.

**Originality/value:** The salient findings of the study will help to modify the existing guidelines of the school, whenever that the area will put at risk again due to Covid-19 and reverted to PMDL.

**Keywords:** facilitator, perceptions, PMDL, guidelines

**LIVED EXPERIENCES OF TEACHERS IN MODULAR DISTANCE LEARNING (MDL): INPUT FOR HI-TEACH (HIGHLY INTEGRAL TEACHERS' EMPOWERMENT AMPLIFIED WITH COLLABORATION AND HARD WORK) PROGRAM**

NAI-BR-HR-33-22

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**Purpose:** This qualitative study looked at the lived experiences encountered by the teachers in embracing the modular distance learning situation as a basis and new form of innovation and intervention.

**Design/methodology/approach:** The used of phenomenology applied to use own direct experiences (Jyväskylä Yliopisto, 2010), interviewed data from 7 female teacher-leaders out of 14 teachers in Bucana Sasahan Elementary School, and were analyzed using interview protocols and thematic data analysis in one on one interview.

**Findings:** The study revealed that the most common difficulty experienced by the teachers was the distribution and retrieval of the learning materials. Struggled times were obviously faced by teachers in dealing with some parents due to lack of support to their children that led to poor performance among learners while others were well-guided. Production of the learning resources modification and communication with parents were minor. Moreover, the input gained in MDL to HI-TEACH was empowering quality service among teachers in teaching the learners despite different challenges. As a result, the teachers should always be mindful and passionately dedicate their works and sacrifices to provide a better future for the learners to become a good leaders someday.

**Research limitations/implications:** The study was limited only to experiences of teachers in MDL to get input for HI-TEACH. Seven participants were included to shape the study in limited period of time amidst pandemic.

**Originality/value:** The study provided a source of understanding the teachers' experiences in taking the MDL for innovation and intervention including the learners and parents' involvement in teaching and learning in the new normal.

**Keywords:** Modular Distance Learning (MDL), Technical Assistance (TA), Highly Integral Teachers Empowerment Amplified with Collaboration and Hard work (HI-TEACH), Home Learning Facilitators (HLFs)



**ON THE ROAD TO FINANCIAL FREEDOM: IMPROVING FINANCIAL LITERACY  
AMONG FACULTY AND STAFF OF ETTMNIHS THROUGH A PERSONAL FINANCIAL  
MANAGEMENT PROGRAM**

KAW-BR-HR-59-22

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**Purpose:** This research aims to determine the impact of a personal financial management program on the financial literacy level of the teachers and employees of Emiliano Tria Tirona Memorial National Integrated High School, S.Y. 2021 – 2022.

**Design/methodology/approach:** This study used quasi-experimental research design. Ninety-six teaching and non-teaching personnel of ETTMNIHS are the respondents of this study. Financial Literacy Questionnaire adopted from Malones, E. and Andam, E. (2018) was used as research instrument to measure the financial literacy level of the respondents before and after the financial management program. Weighted mean and the standard deviation were used to measure the level of financial literacy of the participants before and after the conduct of the financial literacy program, while paired t-test was used to determine the significant difference between the participants' level of financial literacy before and after the conduct of the personal financial management program.

**Findings:** Prior to the financial management program, results revealed that the participants were already knowledgeable in terms of financial behavior and practice but somewhat knowledgeable in terms of financial knowledge and training. After the program, there was a gradual increase in the financial literacy level of the participants in all categories. Furthermore, there was a significant difference in the level of financial literacy of the respondents in terms of financial knowledge and training before and after the program.

**Research limitations/implications:** This study was limited to the impact of a financial management program to the participants' financial knowledge, financial behavior, financial practice, and financial training.

**Originality/value:** This study provides solution to address poor financial knowledge among DepEd employees.

**Keywords:** Financial Literacy, Financial Literacy Level, Financial Management Program



**ORGANIZATIONAL COMMITMENT OF SHS TEACHING AND NON-TEACHING STAFF  
 OF ETTMNIHS: BASIS FOR PROFESSIONAL DEVELOPMENT PROGRAMS**

KAW-BR-HR-1-22

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**Purpose:** The study focused on determining the level of organizational commitment among teaching and non-teaching staff of ETTMNIHS-SHS to serve as baseline data in planning developmental programs that will safeguard the staff's well-being while maintaining a high quality of service delivery.

**Design/methodology/approach:** Using the adopted Organizational Commitment Scale (OCS) by Dhar and Mishra (2022), the level of organizational commitment of forty-nine (49) teaching and non-teaching staff of ETTMNIHS-SHS was measured.

**Findings:** The survey revealed that the staffs have very high levels of concern for the organization that directly correlates to a high level of affective commitment. On the other hand, members of the staff have high levels of willingness to be identified with the organization which correlates to high levels of normative commitment. This implies that the employees agree to the organization's goals, are happy, and are willing to stay despite being under much pressure.

**Research limitations/implications:** The findings of this study were interpreted regardless of the employees' designation, length of service, socio-economic status, age, and religious affiliations. The organizational commitment was interpreted in terms of the two domains previously mentioned.

**Originality/value:** The study revealed the level of commitment among the employees of the sole SHS public school in Kawit District. Findings were used as a basis to craft programs to enhance, if not maintain the high level of commitment of its employees as schools transition to the new normal in education.

**Keywords:** Organizational Commitment, Human Resource, Work Dedication

**PAGKAIN SAPAT KONTRA SA COVID-19: SUSTAINABLE GULAYAN SA PAARALAN**

TAN-AR-HR-10-22

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**Purpose:** The purpose of this study is to focus on the Project "Pagkaing Sapat Kontra Covid 19 Sustainable Gulayan sa Paaralan." It aims to reduce the number of wasted and severely wasted children, improve their nutritional status, and enhance their academic performance through the support of the Sustainable Gulayan sa Paaralan program at Florentino Joya Elementary School, which addresses the nutritional needs of severely wasted pupils.

**Design/methodology/approach:** This study combines both quantitative and qualitative methods. The quantitative approach involves encoding the previous nutritional status of the pupils, while the qualitative approach includes interviews



with parents to gather their experiences. The study samples wasted and severely wasted pupils, and descriptive methods are used to describe their nutritional status. Thematic coding is applied to analyze the data from the interviews.

**Findings:** Following the implementation of the project, the percentage of wasted and severely wasted recipients has decreased. Among the different grade levels, Grade 1 showed the highest decrease in percentage at 2.54%, while Grade 5 had the least decrease at 0.85%.

**Research limitations/implications:** This study specifically focuses on the Project "Pagkaing Sapat Kontra Covid 19 Sustainable Gulayan sa Paaralan."

**Originality/value:** The results of this study have practical implications as they can be utilized to reduce the number of wasted and severely wasted children, improve their nutritional status, and enhance their academic performance through the support of the Sustainable Gulayan sa Paaralan program at Florentino Joya Elementary School.

**Keywords:** Implementation, "Pagkaing Sapat Kontra Covid 19" Sustainable Gulayan sa Paaralan, Florentino Joya Elementary School.

### **PERFORMANCE ASSESSMENT OF SAN JOSE COMMUNITY HIGH SCHOOL SENIOR HIGH SCHOOL TECHNICAL VOCATIONAL LIVELIHOOD TRACK TEACHERS FOR THE SECOND SEMESTER OF SY 2021-2022 UNDER THE LIMITED FACE-TO-FACE LEARNING MODALITY**

GMA-BR-HR-3-22

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**Purpose:** This study sought to determine the level of performance of SHS-TVL track teachers at San Jose Community High School (SJCHS) in the second semester of school year 2021-2022. The results of the study will help plan for the conduct of further professional activities for teachers' professional growth.

**Design/methodology/approach:** This study is a quantitative research that used the descriptive analysis research design. Applying the Total Enumeration Sampling Technique, which is a non-probability sampling, this study involved all of the fifteen (15) Senior High School teachers of SJCHS.

**Findings:** (a) The average rating of SHS-TVL teachers are fairly distributed; (b) About 75% of teachers reached level 6- Consolidating; (c) In the rating of SHS teachers in each indicator, the highest rating is indicator number 3 while the lowest rating is indicator number 1; (d) Most of the comments given by classroom observers in their Observation Notes were positive; and (e) "Contact parents to inform them of students' progress" is the top most technical assistance given by observers.

**Research limitations/implications:** This study only focused on the performance assessment of SJCHS SHS-TVL Track teachers for the second semester of SY 2021-2022 under the Limited Face-To-Face learning modality.

**Originality/value:** This study was the first of its kind conducted in SJCHS under the Limited Face-to-face learning modality in which new and different scheme is being utilized. The results served as bases for an intervention to upgrade professional skills of teachers.

**Keywords:** Performance Assessment, Limited Face-To-Face Learning Modality, SHS-TVL Track

**PROBING THE CAUSES OF ANXIETY AMONG TEACHERS ON PROGRESSIVE  
 EXPANSION OF FACE-TO-FACE CLASSES**

TMC-BR-HR-22-22

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**Purpose:** The researchers aimed to determine the causes of anxiety among teachers on progressive expansion of face-to-face classes in Eugenio Cabelas National High School.

**Design/methodology/approach:** This study utilized quantitative research design. Total enumeration of the respondents was utilized in the study. The researchers sent out an electronic survey via google forms to teachers. This study was conducted during August of 2022 using adopted survey questionnaire.

**Findings:** The results revealed that the teachers are moderately anxious in terms of infectious-related anxiety and educational anxiety factors on progressive expansion of face-to-face classes.

**Research limitations/implications:** The study was limited on the foregoing variables.

**Originality/value:** Its contribution was the novel initiative to ascertain the anxiety level of teachers on progressive expansion of face-to-face classes. The results provide a holistic perspective on the mental health of teachers during the post-pandemic era.

**Keywords:** Infection-related anxiety, Educational anxiety



**PROFILE, CAREER CHOICES, SKILLS ASSESSMENT, AND PERCEIVED CURRICULUM EFFICACY OF 2019 SENIOR HIGH SCHOOL (SHS) GRADUATES IN THE DISTRICT OF TRECE MARTIRES CITY**

TMC-BR-HR-26-22

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**Purpose:** This tracer study mainly investigated the profile, career choices, skills assessment, and curriculum efficacy of K-12 programs as perceived by 2019 Senior High School (SHS) graduates in the District of Trece Martires City.

**Design/methodology/approach:** A tracer tool, transformed into an online survey, has been adopted from Inductivo and Velasco (2019) to reach 2019 graduates through snowball sampling technique.

**Findings:** Results show that majority of the graduates chose to continue for higher education by taking the course aligned to chosen SHS strand. Most likely, graduates used their personal decision for choice of exits and careers and thereby influenced by attractive compensation followed by affordability, availability of options, an opportunity for employment abroad, and passion for the chosen field. Graduates regarded themselves as mostly skillful in leadership and critical thinking with moral and ethical upbringing. Overall, the K-12 curriculum has been assessed as effective as most of the curriculum characteristics were rated as mostly achieved.

**Research limitations/implications:** However, it is important to note that DepEd has to provide sufficient learning materials as this aspect got the lowest mean score among others. Meanwhile, K-12 teachers got commendable feedback from the graduates. Results run parallel with Inductivo and Velasco (2019) 's tracer study for K-12 first batch graduates. Unfortunately, this study did not reach all 2019 graduates due to their unavailability.

**Originality/value:** Nevertheless, this kind of localized K-12 curriculum evaluation would be used as bases for enhancing K-12 Career Guidance programs of the schools in the district of Trece Martires City.

**Keywords:** K12 program, career choices, K12 curriculum efficacy, trace study, skills assessment

**PROJECT SHARE: AN INNOVATIVE HITEACH PROGRAM IN MENTORING TEACHERS**

ROS-AR-HR-15-22

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**Purpose:** This study aimed to investigate the effectiveness of Project SHARE as an innovative HI-TEACH program to improve the instructional proficiency of teachers.

**Design/methodology/approach:** This study used Pre-experimental method utilizing one-group, pretest-posttest design. The participants were the total

enumeration of grade 3 teachers in the locale of the study, thus, no sampling technique will be used. Data were collected using a standard survey questionnaire adopted from DepEd-NCBTS for the level of instructional proficiency of teachers. The tests were compared and analyzed using the Wilcoxon Signed Rank test.

**Findings:** Results revealed that the use of Project SHARE improved the instructional proficiency of teachers. Education is a never-ending process.

**Research limitations/implications:** Through Project SHARE, teachers can constantly improve their skills and become more proficient at their teaching profession.

**Originality/value:** It encourage teachers to pursue professional development, not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work.

**Keywords:** Project SHARE, Instructional Proficiency, teachers, Pre-Experimental

### **PROJECT ZUMBAILE: FITNESS INTERVENTION FOR WORK-FROM-HOME JUNIOR HIGH SCHOOL TEACHERS**

TAN-AR-HR-12-22

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**Purpose:** The main objective of this study is to assess the Project Zumbaile: Fitness Intervention for Work-from-Home Junior High School Teachers.

**Design/methodology/approach:** Frequency and Percentage Distribution, Weighted Mean, F – test or One – way Analysis of variance (ANOVA) was used in problem No. 3 to determine the significant difference in the assessment of the respondents on the status of implementation of the Project Zumbaile: Fitness Intervention for Work-from-Home Junior High School Teachers of the respondents.

**Findings:** Fitness Intervention for Work-from-Home Junior High School Teachers. The Project Zumbaile: Fitness Intervention for Work-from-Home Junior High School Teachers program concerns are age, body mass index and health status profile but the study will focus mainly on the implementation of Project Zumbaile: Fitness Intervention for Work-from-Home Junior High School Teachers relative to attainment of program's objectives, effectiveness of the program, adequacy of program, adequacy of instructional time, adequacy of financial support, efficiency of program management and supervision and assessment.

**Research limitations/implications:** The study was limited to the Project Zumbaile: Fitness Intervention for Work-from-Home Junior High School Teachers. The implementation, validation and evaluation were covered in the study.

**Originality/value:** The assessment for teachers was not properly executed. Thus, this research bridges the gap of Junior High School Teachers' Fitness Intervention for Work-from-Home.

**Keywords:** Fitness, Intervention, Zumbaile, Work-from-Home



## **PUBLIC SCHOOL TEACHERS' PERFORMANCE BASED ON GRADUAND COMPETENCIES FRAMEWORK IN TERNATE, CAVITE**

TER-BR-HR-8-21

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**Purpose:** The purpose of this study is to assess the public-school teachers' performance based on the Graduand Competencies Framework in the schools of the Municipality of Ternate, Cavite

**Design/methodology/approach:** It sought to determine the profile of the teacher respondents in terms of age, sex, educational attainment, rank, length of service and grade level taught; their assessment of their performance on the Graduand Competencies Framework in their schools when it comes to the areas of Professional Practice, Leadership and Management and Personal Effectiveness; the significant difference in the teacher respondents' assessment of their competencies using Graduand when grouped according to their profile and the significant difference in the assessed competencies between the teachers and the administrators.

**Findings:** The study revealed that majority of the respondents are female with rank of Teacher 1, the highest education attainment is bachelor's degree, aged 26-35 years old, with more than 11 years in the public school service. Overall, the respondents described themselves as highly competent in the following core competencies: professional practice in terms of nurturing the child, providing quality learning of child and cultivating knowledge, on leadership and management in terms of working with others, on personal effectiveness in terms of knowing self and others. However, they consider themselves competent in professional practice in terms of providing quality learning of child in co-curricular activities and leadership and management in terms of winning hearts and minds. Moreover, the study also revealed that older teachers assessed themselves higher in the core competencies as compared to younger teachers. Teachers who are either graduates of masters degree or have units in a master's degree program assessed themselves higher in the core competencies than those graduates of bachelor's degree. Teachers who are more than a decade in the teaching professions assessed themselves higher than those at most 10 years of service.

**Research limitations/implications:** This study used descriptive method of research with one hundred fourteen (114) teachers and eighteen (18) school administrators who served as respondents from five public elementary schools and two secondary high schools in Ternate, Cavite

**Originality/value:** The highlight of the recommendations of this study is for the school authorities to consider the proposed action plan for implementation that may be of help to improve teaching competencies.

**Keywords:** Graduand Competencies Framework, Performance, administrators, teachers

**QUICK RESPONSE (QR) CODE AS AN ATTENDANCE MONITORING SYSTEM:  
REINFORCEMENT FOR SCHOOL SAFE OPERATION IN THE NEW NORMAL**

NAI-AR-HR-10-22

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**Purpose:** The main objective of this research is to identify if the use of the Quick Response (QR) Code as an Attendance Monitoring System will reinforce the School Safe Operation in the New Normal.

**Design/methodology/approach:** Universal sampling yielded 120 participants, including 103 parents and 17 teachers. Employing action research, statistical analyses encompassing descriptive and inferential methods were used. The Wilcoxon signed rank test assessed differences in safe operation before and after QR code implementation. The study employed the Teachers and Parents Survey Questionnaire to evaluate the QR code's acceptability, assessing components like reliability, efficiency, accuracy, usability, security, and confidentiality. Google Forms distributed the survey.

**Findings:** Initially deemed "satisfactory," participants' perception of QR code usage upgraded to "outstanding" post-implementation. The Wilcoxon signed-ranked test yielded a p-value of 0.0000, strongly supporting the alternative hypothesis (H1) over the null (H0). This emphasizes QR Code's substantial role in supporting safe school operations in the New Normal, as recognized by teachers and parents across dimensions.

**Research limitations/implications:** This research was concerned with the use of the Quick Response (QR) Code as an Attendance Monitoring System as reinforcement of the School Safe Operation in the New Normal, and to the level of perception of parent and teachers to this system before and after using it.

**Originality/value:** Quick Response (QR) Code as an Attendance Monitoring System. As one of best practices in School safe Operation

**Keywords:** Quick Response Code, Attendance, School Safe

**RESEARCH ATTITUDE, SKILLS AND PERFORMANCE OF TEACHERS AND  
ADMINISTRATORS IN PUBLIC SCHOOLS IN KAWIT DISTRICT: BASIS FOR A DISTRICT-  
WIDE PROFESSIONAL DEVELOPMENT PROGRAM**

KAW-BR-HR-64-22

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**Purpose:** The study aimed to shed light on the research culture within DepEd District of Kawit, Cavite during the COVID-19 pandemic in terms of attitudes, perceived skills, and performance among its teachers and administrators. In addition, professional development plans were developed based on the result of the study.



**Design/methodology/approach:** The responses of 368 teachers and administrators from Kawit District were gathered using a validated researcher-made questionnaire administered thru Google Forms. A combination of quantitative and qualitative data analysis was applied.

**Findings:** The data revealed that the majority of the respondents perceived themselves to have satisfactory research skills but only on the initial aspects of research undertaking from developing topics to searching for related literature. Respondents find planning for research methods and data analysis quite challenging. Moreover, the participants expressed an overall general positive attitude towards research conduct and that several research topics are already considered to be of interest to them.

**Research limitations/implications:** The data gathered were analyzed regardless of respondents' demographic in terms of length of service, educational attainment, designation, age, and civil status among others. Research skills were interpreted based on perceptions alone and not from standard research assessments.

**Originality/value:** The results of the study served as baseline data for a district-wide professional development program addressing the individual research needs of teachers and administrators with DepEd Kawit District. The said program hopes to strengthen if not sustain the current research environment in the district.

**Keywords:** Educational Research, Research Attitudes, Research Skills

## **RESEARCH LEVEL OF TEACHING AND TEACHING-RELATED PERSONNEL OF MAGALLANES DISTRICT: BASIS FOR CAPABILITY TRAINING**

MAG-BR-HR- 30-22

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**Purpose:** This study aimed to assess the research level of the teaching and teaching-related personnel in the district of Magallanes, Division of Cavite.

**Design/methodology/approach:** The mixed-method research design was used in this study. Two groups of respondents participated in the study and they were 26 administrators and 157 teachers.

**Findings:** The findings of the study revealed that the groups of respondents had similar knowledge of listed indicators in the BRP ( $X\bar{=}3.08$ ), ARP ( $X\bar{=}3.12$ ), CBR ( $X\bar{=}3.08$ ) and CAR ( $X\bar{=}3.07$ ) as described in their opinion "Agree" on each component with a composite mean of  $X\bar{=}3.08$ . However, the results of the comparative analysis of their opinion agree with the commonality of the responses as shown in the overall decision of accepting the null hypothesis of there is no significant difference in the responses of the groups of respondents in BRP ( $t$  critical value= -1.14,  $p$ -value = .258,  $p$ -value > 0.05), ARP (critical value= -1.06,  $p$ -value= .290>0.05), ( $t$  critical value= -.871,  $p$ -value = .386 > 0.05) and ( $t$  critical value= -1.39,  $p$ -value = .166 > 0.05). As for the qualitative part, the thematic



analysis formed several themes on the problems encountered in the implementation (1) the challenges in workload and time; and 2) the challenges in lack of research knowledge and skills and the solution to the encountered challenges (1) the workload management and mechanism, and 2) the conduct of research capability programs.

**Research limitations/implications:** This study is limited to the responses of the aforementioned participants and their assessment of their experiences in the assessment of the research level of the school personnel.

**Originality/value:** Furthermore, the result of the study will be used in action plans for the following school year.

**Keywords:** Assessment, Research Level, Problems Encountered, Capability Training

### **STRESS MANAGEMENT OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN NAIC DIVISION OF CAVITE : BASIS FOR WELLNESS PROGRAM**

NAI -BR-HR-8-22

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**Purpose:** The study was conducted to find out the stress management of public elementary school teachers in Naic, Division of Cavite. This will investigate its effect to teacher's competence that will lead as basis for a proposed wellness program.

**Design/methodology/approach:** The descriptive method of research was used to identify, analyze and interpret the level of stress and stress-reducing mechanisms commonly utilized by public school teachers Naic, Division of Cavite

**Findings:** The proposed Wellness program is to improve employees' health and wellbeing, often through preventive care which is presented in a matrix program with features of Wellness Component, Objectives, Wellness Strategy/Actions, Person Responsible, Timeline, Success Indicator.

**Research limitations/implications:** The study was focused on determining and assessing the level of stress and stress reducing practices of public-school teachers to develop wellness program. The study was confined to the elementary and school administrators of public schools in the Division of Naic which consisted of 10 school heads and 50 teachers.

**Originality/value:** The findings and results of the study will be of significance to the following:

The proposed Wellness program is to improve employees' health and wellbeing, often through preventive care which is presented in a matrix program with features of Wellness Component, Objectives, Wellness Strategy/Actions, Person Responsible, Timeline, Success Indicator.

**Keywords:** job performance, compensation, stress, projection, rationalization



## **TAGAYTAY DISTRICT TEACHER RESEARCHERS LEVEL OF PERCEPTION IN CONDUCTING RESEARCH DURING THE PANDEMIC AND TEACHERS PERFORMANCE**

TAG-BR-HR-2-22

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**Purpose:** The main purpose of the study is to describe the Tagaytay District Teacher Researchers Level of Perception in Conducting Research During the Pandemic and its Relationship to Teachers Performance.

**Design/methodology/approach:** Descriptive quantitative research was employed in the research and as a sampling technique, Purposive sampling will be utilized in the conduct of the study. It employs a procedure in which samples are chosen for a special purpose. Since not all teachers conduct research, it is applicable to choose respondents who are into research during the time of pandemic. It may involve members of a limited group population but will be enough for the study since they are the ones directly involved in the topic. For this study, School Research Coordinators from Tagaytay District were asked for help to disseminate questionnaire links to all their teacher researchers during the pandemic (SY 2020-2022).

**Findings:** The result of the study showed that most of the respondents find Technology, Environment, Gathering of Data as some factors that need to be given attention in the conduct of research. Evidently with an average mean interpreted as Moderately Observed, these factors play a vital role among teachers' researcher preparation in doing research. On the other hand, although it may be vital in the preparation and conduct of research, it was revealed that research does not significantly affect the teacher researcher's performance in the past three years during the pandemic. It could be that teachers have various roles that they perform very well aside from research.

**Research limitations/implications:** The results of the study showed that in terms of conducting research there are many contributing factors that need enhancement to help improve teacher researchers' performance in the field of research. It includes technology, environment, gathering of data and conference presentation.

**Originality/value:** The results of the study possessed possible establishment of support groups, conducive place for researchers at school, etc. which can help teachers improve their performance in the field of research.

**Keywords:** Research, Teacher Performance

**TEACHER BURNOUT AND JOB SATISFACTION AMONG SENIOR HIGH SCHOOL  
 TEACHERS IN THE DISTRICT OF TANZA, CAVITE AMIDST THE COVID- 19 PANDEMIC:  
 BASIS FOR STRESS REDUCTION PROGRAM**

TAN-BR-HR-9-22

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**Purpose:** The current study aims to determine the relationship between the senior high school teachers' burnout and teachers' job satisfaction in the District of Tanza, Cavite Amidst the Covid- 19 Pandemic.

**Design/methodology/approach:** In underscoring the relationship between the teachers' burnout and job satisfaction, the correlational research design was used. The standardized Maslach Burnout Inventory (MBI) was used to determine the teachers' burnout level and the Job Satisfaction Survey (JSS) by Spector (1994) was used to determine their job satisfaction level.

**Findings:** It was found out that the senior high school teachers' burnout was relatively high while their job satisfaction was just average. Moreover, testing for significant relationship reveals that there is a significant negative relationship between the teachers' burnout and the teachers' job satisfaction.

**Research limitations/implications:** Thus, it can be concluded that with the senior high school teachers' high level of burnout is indirectly proportional to their job satisfaction. There is a need to address the teachers' burnout and job satisfaction. This confirms the study by Jacobson (2016) that teacher burnout is related to job satisfaction.

**Originality/value:** This study aims to add to the growing literature on teacher burnout and job satisfaction though doing a localized study at senior high school teachers in the district of Tanza, Cavite the results of which shall be used to propose a stress reduction program among the teaching staff of the said schools.

**Keywords:** teachers' burnout, teachers' job satisfaction, relationship between burnout and job satisfaction

**TEACHER'S PROFILE AND KNOWLEDGE OF CONCEPTS ON CLASSROOM  
 ASSESSMENT: BASIS FOR SCHOOL'S PROFESSIONAL DEVELOPMENT PLAN**

NAI-BR-HR-28-22

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**Purpose:** This study aims to identify the profile of teachers in terms of the subjects they handle and their specialization in relation to their knowledge on assessment.

**Design/methodology/approach:** The researchers used mixed-method research design wherein frequency, percentage and coding were the methods considered.



**Findings:** In terms of teachers' profile, majority of the teachers were found out to be on their early teaching years of 1-5. Most teachers were also displaced on Grades 9 and 10 while Grades 11 and 12 had the least number of placed teachers. A high number of teachers were also teaching their specialization; however, there were still some who were not handling their specialty subject.

With regards to knowledge about assessment, teachers were familiar to the concept of knowledge taxonomy but not to the concepts of constructing questions in standard. Teachers also see themselves as 'very satisfactory' when it comes to crafting of classroom assessments. Almost all teachers too knew the difference between formative and summative form of assessment; yet, some teachers were still confused of these two concepts.

**Research limitations/implications:** The research is limited only to the teachers of Naic Integrated National High School. It also only included the variables teachers' profile and their knowledge on assessment.

**Originality/value:** This study provides the significance of being profiled properly as guide for issuing teaching loads as teachers are better performing if they are doing what they are specialized into. Moreover, if teachers are aware and knowledgeable of important concepts about assessment this will help them to create items which is of good quality.

**Keywords:** Teachers' Profile, Knowledge, Concepts on Classroom Assessment, School Professional Development Plan

## **TEACHERS' ATTITUDES IN MAKING RESEARCH: AN ASSESSMENT IN THE DISTRICT OF NAIC**

NAI-BR-HR-25-22

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**Purpose:** This research aims to explore teachers' attitudes towards research and contribute to the improvement and resolution of issues related to the decline in submitted research.

**Design/methodology/approach:** The study utilized a mixed-method research design. Qualitative methods, such as observations, were used to assess teachers' research attitudes, while quantitative methods were employed through an online platform using Google Forms to obtain the mean responses from Naic Elementary Teachers.

**Findings:** The findings revealed a mean score of 3.58, indicating that teachers are often eager to learn and create their own manuscripts. However, various school-related tasks hinder their progress, and they may feel unmotivated and hesitant to pursue research due to the constantly changing trends in research.

**Research limitations/implications:** The findings suggest that teachers still possess the willingness and desire to conduct research, but they require motivation and support. It is essential to develop a more supportive and encouraging

environment for research to address their anxieties and concerns. Additionally, teachers need assistance in keeping up with research trends. It is important to note that this study was limited to Naic elementary teachers.

**Originality/value:** The results of this research have significant implications for the Naic district, as it highlights the need to enhance the competitiveness of research and capitalize on teachers' existing willingness to engage in research. Efforts should be made to transform their enthusiasm into full-fledged manuscripts.

**Keywords:** Assessment, Teachers, Attitudes, Research Making

**TEACHERS' EXPERIENCES IN DEVELOPING INTEGRATIVE PERFORMANCE TASK AT EMILIANO TRIA TIRONA MEMORIAL NATIONAL INTEGRATED HIGH SCHOOL: BASIS FOR A CONTEXTUALIZED LEARNING ACTION CELL**

KAW-BR-HR-37-22

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**Purpose:** The purpose of this study is to ascertain the teachers' experiences in preparing the Integrative Performance Assessment/Task (IPT) in Emiliano Tria Tirona Memorial National Integrated High School.

**Design/methodology/approach:** Mixed method of research with purposive sampling technique was used to determine the experiences of Junior and Senior High School teachers in Emiliano Tria Tirona Memorial National Integrated High School who participated as school level developers/writers of Integrative Performance Task during pandemic.

**Findings:** Using the modified and validated Integrative Performance Task Development Process, the researchers found out that Learners' Needs Analysis/Assessment, Conceptualizing Content, Selecting and Developing Integrative Performance Task and Organization of Content were the challenges experienced by the teachers. And the opportunities for improvement perceived by teachers were Determining Goals and Objectives of IPT, Assessment and Consideration of Resources and Constraints.

**Research limitations/implications:** This study is limited only to the experiences of Junior and Senior High School teachers of Emiliano Tria Tirona Memorial National Integrated High School during their School – Based Learning Action Cell in December 2020 and March 2021 when they prepared the Integrative Performance Assessment/ Task. The findings can have an impact in crafting a more contextualized LAC on IPT because the implementation of LAC incorporated the SOLO Framework assessment.

**Originality/value:** The findings of the study was the basis for improvement and contextualization of LAC which incorporated the SOLO Framework Assessment in the Table of Specification and GRASPS-Model.

**Keywords:** Integrative Performance Task, Development Process



## **TEACHERS' INSIGHTS TOWARDS MENTORING, COACHING, AND GIVING TECHNICAL ASSISTANCE: A BASIS FOR INSTRUCTIONAL DEVELOPMENT IN TEACHING TECHNOLOGY AND LIVELIHOOD EDUCATION AMIDST THE PANDEMIC**

ROS-BR-HR-3-22

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**Purpose:** Teachers have an essential role in teaching and learning, particularly in this epidemic. They are crucial in transferring knowledge to students despite varying modalities and challenging situations. Enhancing teachers' performance and providing quality instruction are necessary for quality education. Monitoring and Coaching during classroom observation were done to provide appropriate technical assistance. This will help them improve their performance toward achieving their target objectives.

This Basic Research attempts to discover the insights of TLE Teachers Towards Feedbacking and Giving Technical Assistance for Instructional Development in Teaching TLE Amid of Pandemic.

**Design/methodology/approach:** This study used purposive sampling and Descriptive research methodology. The respondents were all TLE Teachers of RNHS with various grade levels and specializations. Data collection was done using a survey form to find out the insights of TLE Teachers Towards Feedbacking and Giving Technical Assistance for Instructional Development in Teaching TLE Amid of Pandemic.

**Findings:** Findings revealed that peer mentoring and coaching of Head Teachers, Master Teachers, and Co-Teachers still play a vital part in every instructional development process to help teachers in their professional development and provide them with support and guidance in their daily teaching practices.

**Research limitations/implications:** This research implies that the teacher respondents should not remain complacent with their level of proficiency in the Teaching and Learning Process. A systematic training/seminar is needed to elevate their proficiency to high proficiency. Based on the result, the researchers suggested continuing mentoring teachers in terms of instructions, especially those who are new to teaching service. Teachers must encourage to reflect on their own teaching, particularly every session and assessment, and provide feedback to learners. It is important for learners to reflect on their own teaching and learning and improve their practice.

**Originality/value:** Teachers were allowed to be mentored by expert teachers. The process of mentoring teachers in educational instruction supports teachers in developing an effective teaching and learning assistantship. The mentoring process provides personal guidance, shared wisdom, or assistance from other experienced practitioners in building relationships that foster student success and higher levels of learning

**Keywords:** Teaching Learning Instruction, Mentoring, TLE, Teachers, Rosario National High School

**TEACHERS' PERCEPTION ON PROFESSIONAL DEVELOPMENT IN THE TIME OF COVID  
 19 PANDEMIC: BASIS FOR SCHOOL PLAN FOR PROFESSIONAL DEVELOPMENT**

KAW-BR-HR-63-22

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**Purpose:** The aim of this study is to gain a comprehensive understanding of the respondents' perceptions in order to address the challenges they have encountered and identify gaps in their engagement in professional development.

**Design/methodology/approach:** This descriptive-qualitative study involved selected junior high school teachers at Binakayan National High School, chosen through purposeful sampling. A 5-item instrument was used in a semi-structured interview. Thematic and descriptive analysis approaches were employed to determine the respondents' perceptions.

**Findings:** The study revealed that the participants have actively engaged in various PD endeavors, including School-Based Learning Action Cell, In-Service Trainings, NEAP Initiated L&D, and programs initiated by private learning providers. Their perceptions of PD include improvements in instructional planning and delivery skills, ICT proficiency, content mastery, and assessment strategies. They emphasized that effective PD activities should address current needs, be applicable in the classroom, and enhance teachers' competence for better student learning outcomes. However, they also mentioned challenges such as inactive learner involvement, insufficient support in terms of finances, technology, and facilities, and the diversity of learners. As part of the School Plan for Professional Development, the participants suggested strengthening FGDs, SLAC, In-Set trainings, NEAP training participation, and integrating topics like effective classroom management strategies, critical thinking skills, research skills, advanced ICT, and communication skills. They also recommended seeking support from stakeholders to address technology and facility-related concerns.

**Research limitations/implications:** The study only included participants who were directly involved in PD activities during the pandemic.

**Originality/value:** The findings of this study are valuable for formulating relevant Teachers' Professional Development plans that address the learning demands of the teachers and students.

**Keywords:** Professional Development Activities, School Plan for Professional Development, Teachers' Perceptions.

## **TEACHERS' PERFORMANCE IN RELATION TO JOB SATISFACTION AMIDST THE CHANGING LANDSCAPE OF EDUCATION DURING PANDEMIC**

SIL-BR-HR-36-22

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**Purpose:** The research study aims to determine the level and correlation of teacher's job satisfaction and performance during the new set-up of education. The result of the study is intended to be shared to school administration to help them in crafting localized programs and intervention that could lift the teachers' morale, spirit, work ethics, and performance.

**Design/methodology/approach:** The researchers used quantitative research designs particularly the correlative design. They teachers answered a survey regarding their job satisfaction that would correlated to their IPCRF rating.

**Findings:** It was found out that the teachers were "satisfied" in their job in terms of compensation and benefits, leadership of administrators, social relationship, work environment based on overall mean score; however, there were still undecided and unsatisfied based on the frequency and percentage. They also have almost the same level of job satisfaction when they were grouped according to their demographic profile. Furthermore, this reveal that teachers' job satisfaction and performance had very weak correlation.

**Research limitations/implications:** The participants of the study were the Lumil Integrated National High School teachers for the School Year 2021 – 2022, excluding the four researchers.

**Originality/value:** This research correlated the teachers' job satisfaction and performance during the new set-up of education.

**Keywords:** education, job satisfaction, pandemic, performance

## **TEACHING AMID THE COVID-19 PANDEMIC: CHALLENGES OF TEACHERS IN MAGALLANES**

MAG-BR-HR-7-22

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**Purpose:** This study aimed to identify the challenges of teachers in the use of modular distance learning modality amidst pandemic and how teachers cope with these challenges in Magallanes

**Design/methodology/approach:** This study is a qualitative research which employ phenomenological research design to determine the challenges encountered by teachers in the use of modular distance learning modality. The study was conducted among teachers in different public schools within District of Magallanes, Division of Cavite Province. Twelve (12) public school teachers was



approached to request their voluntary involvement as key participants through purposive sampling.

**Findings:** Based on the study conducted by the researchers, the teachers in the public schools in District of Magallanes encountered various challenges in teaching using modular distance learning modality amid the COVID-19 pandemic. This includes the process of how they prepare, distribute and collect modules, monitor students' learning, and check/evaluate their outputs...

**Research limitations/implications:** The study conducted among teachers in different public schools within Magallanes. It established the teachers' challenges in teaching using modular printed distance learning modality

**Originality/value:** The researchers can say that the paper is of high originality because only our school conducted this kind of research.

**Keywords:** Pandemic, module, instruction, learning, distant

### THE ART OF CARING LEADERSHIP:AN ASSESSMENT OF TANZA NATIONAL COMPREHENSIVE HIGH SCHOOL CARING LEADERSHIP FOR TEACHERS.

TAN-BR-HR-15-22

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**Purpose:** This study assesses the art of Caring Leadership: An assessment of Tanza National Comprehensive High School's caring leadership for teachers.

**Design/methodology/approach:** The study used frequency count and percentage to determine the demographic profile of the respondents in terms of years in service, present position and educational attainment. The mean and SD score were computed to investigate the level of satisfaction of teachers in instructional coaching and One-way Analysis of Variance were used to determine the significant difference on the level of satisfaction of teachers in instructional coaching when grouped according to their profile.

**Findings:** According to the findings of the study, senior High School teachers were often cared by their instructional leaders, thus it revealed that there is no significant difference between the levels of caring when grouped according to their profile.

**Research limitations/implications:** This study is limited to the art of Caring Leadership: An assessment of Tanza National Comprehensive High School's caring leadership for teachers. The findings of this study will serve as the foundation for developing seminars and trainings aimed at strengthening the caring leadership of school leaders.

**Originality/value:** The study can be used to help shape policy on instructional leader's roles in instructional competency and instructional leadership, with the goal of raising educational quality and standards.

**Keywords:** Caring leadership, Psychological Determinants, Workplace/Organizational Determinant, Management Determinant Scho



## **TRAINING NEEDS ASSESSMENT OF ABM PUBLIC SCHOOL TEACHERS IN THE DIVISION OF CAVITE PROVINCE: BASIS FOR INSTRUCTIONAL DEVELOPMENT PLAN**

TAN-BR-HR-11-22

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**Purpose:** The researcher intended to assess the training needs of ABM Public School teachers in the Division of Cavite Province. This will help to capacitate ABM teachers in terms of the following domains: content and pedagogy, learning environment, diversity of learners, curriculum planning, and assessment.

**Design/methodology/approach:** A descriptive research design was used to assess the training needs. Respondents of the study were ABM Public School Teachers in the Division of Cavite Province who handles ABM-specialized subjects. Convenience sampling was utilized.

**Findings:** The findings revealed that the training of ABM Public School teachers in the Division of Cavite Province was implemented to a great extent in terms of content and pedagogy, learners' diversity curriculum and planning and assessment, and reporting domains while to a very great extent in terms of learning environment domain. There is no significant difference in the assessments of the respondents on the training needs assessment in the five domains when they are grouped according to teaching experience.

**Research limitations/implications:** Help to capacitate ABM teachers in terms of the following domains: content and pedagogy, learning environment, diversity of learners, curriculum planning, and assessment.

**Originality/value:** The findings from the study will serve as the basis for an instructional development plan to be responsive to the needs of the students and other relevant stakeholders.

**Keywords:** Content and Pedagogy, Learning Environment, Learners' Diversity, Curriculum and Planning, Assessment and Reporting

## **WORK COMPETENCE AND RESILIENCE OF ELEMENTARY TEACHERS IN THE REOPENING OF IN-PERSON CLASSES IN NAIC DISTRICT – CAVITE PROVINCE**

NAI-BR-HR-22-22

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**Purpose:** The study aimed to determine the relationship between teachers' work competence and resilience in the reopening of face-to-face classes in the District of Naic – Division of Cavite Province during SY 2022 – 2023.

**Design/methodology/approach:** The study made use of descriptive correlational research design. The participants were the 98 elementary teachers of Naic District who were randomly selected. Data on work competence were collected using

a validated researcher-made survey questionnaire while data on work resilience were collected using the Connor-Davidson Resilience scale (CD-RISC-25) adapted from van der Walt et al. (2014). Data gathering was facilitated through Google Form.

**Findings:** Results showed that the technical competence of the respondents was “Moderate” level, while their pedagogical competence was “Consolidating” level. Results also revealed that the respondents were “Resilient” in their workplace. Furthermore, work competence and work resilience when correlated to work resilience gained “High Positive” relationship. Meanwhile, the proposed professional development plan was focused on crafting action research, language pedagogy development, and resilience training focused on spiritual factors.

**Research limitations/implications:** This study was limited to determining the level of work competence and resilience and the relationship of these Variables. Participants were the 98 elementary teachers in the Blue Cluster of Naic District during the reopening of face-to-face classes in the S Y 2022-2023.

**Originality/value:** The findings of the study were used to propose a professional development training program to enhance the work competence and resilience of elementary teachers in the Blue Cluster of Naic District – Cavite Province.

**Keywords:** Technical competence, pedagogical competence, work resilience

### WORK-LIFE BALANCE OF TERNATE CENTRAL ELEMENTARY SCHOOL TEACHERS IN THE NEW NORMAL

TER-BR-HR-11-22

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**Purpose:** The Covid-19 epidemic has presented additional difficulties for educators. It has impacted everyone's mental and psychological health and wellbeing, particularly that of teachers. This study was conducted to assess the work-life balance practices of Ternate Central Elementary School teachers and to innovate intervention programs for the benefit of the teachers.

**Design/methodology/approach:** Quantitative method was employed by using the data result of the survey on the level of work-life balance practices of Ternate Central Elementary School teachers during the new normal. Non-probability purposive sampling was used involving Ternate Central Elementary School teachers.

**Findings:** Based on the results Ternate Central Elementary teachers perceived work-life balance practices is fair meaning work-life is in the borderline of being balance in terms of individual and institution.

**Research limitations/implications:** This research study is limited on the outcome of the Work-life balance practices of Ternate Central Elementary School teachers



during the new normal. The results of this study will be bases for innovating intervention programs for the wellness of teachers.

**Originality/value:** This research study was conducted to provide a foundation for the intervention programs that will improve the wellness of the teachers at Ternate Central Elementary School. The goal of the study was to maintain the work-life balance of the teachers in order to help reduce stress and help prevent burnout in the workplace.

**Keywords:** work-life balance, stress, performance, intervention, practices

## CHILD PROTECTION

### ASSESSING THE LEVEL OF ANXIETY OF SELECTED STUDENTS OF EUGENIO CABEZAS NATIONAL HIGH SCHOOL AMIDST COVID 19 PANDEMIC

TMC-BR-CP-24-22

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**Purpose:** The COVID-19 pandemic is causing concern among people all around the world. We ought to be mindful of how it affects the individual involved, which is what this study sought to uncover. Students' anxiety levels and how they differ significantly from their age and sex-related sociodemographic profile

**Design/methodology/approach:** This research has a descriptive design. The questionnaire was given to students by hand and was divided into two parts: Part I covers demographic information, and Part II focuses on anxiety levels, namely mild, moderate, and severe anxiety. The LIKERT scale, frequency, percentage, and ANOVA one-way analyses were utilized

**Findings:** It was shown that students at Eugenio Cabezas have moderate levels of anxiety, which causes them to experience the unsettling sensation that something is unquestionably wrong and makes them worried or agitated. With help from others, a person with moderate anxiety can still process information, work through issues, and pick up new skills. Although he or she can be directed to the topic, he or she has trouble focusing on things on their own.

**Research limitations/implications:** The study focused on the responses of 417 students at Eugenio Cabezas National High School for the school year 2022–2023.

**Originality/value:** The findings of this study are critical for future learning continuity plans of educational institutions and stakeholders to build mental health programs because they provide information on how to assess the level of anxiety, which is an issue that is becoming increasingly clear as a result of the pandemic.

**Keywords:** moderate anxiety moderate anxiety, severe anxiety, pandemic

## CYBERSECURITY AWARENESS AMONG SENIOR HIGH SCHOOL STUDENTS: BASIS FOR SCHOOL-BASED CYBER EDUCATION PROGRAM

TAN-BR-CP-1-22

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**Purpose:** This study aimed to identify and determine the level of awareness on Cybersecurity of senior high school students at Tanza National Comprehensive High School as a basis for enhancing the Cyber Education program.

**Design/methodology/approach:** The Cybersecurity Awareness of students was measured in terms of four variables: cybersecurity knowledge; self-perception of cybersecurity skills, actual cybersecurity skills and behavior; and cybersecurity attitudes. Stratified random sampling was utilized to determine the respondents. Mean was used to determine the level of cybersecurity awareness of the students and Anova to measure the significant differences among the profile.

**Findings:** The cybersecurity awareness in terms of knowledge is at Medium both in Grade 11 and 12. In terms of self-perception skills, Low for all grade levels and strands. The cybersecurity awareness in terms of actual behavior and skills is Partially Unsafe for Grade 11 and Unsafe for Grade 12. The cybersecurity awareness in terms of attitudes on Cybersecurity is at Medium. STEM strand demonstrated High among the strands. The overall results showed that the level of cybersecurity skills of senior high school students is at Medium.

**Research limitations/implications:** This study focused on the cybersecurity awareness of senior high school students of Tanza National Comprehensive High School for the school year 2022 – 2023. Since the internet is becoming more accessible to students, security poses a big risk. This research will measure the knowledge, attitudes, behavior as factors towards the awareness on cybersecurity.

**Originality/value:** The data gathered will serve as a basis for Cybersecurity Awareness Campaign of the school in accordance with the National Cybersecurity Plan of 2022 for a cybersecurity-educated society in relation with schools.

**Keywords:** Cybersecurity, Social Engineering, Cyberattacks, Cyber-resilient, Internet

## DELVING INTO THE MENTAL HEALTH OF EUGENIO CABEZAS NATIONAL HIGH SCHOOL STUDENTS DURING COVID-19 PANDEMIC

TMC-AR-CP-23-22

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**Purpose:** To determine the effects of COVID-19 pandemic to the mental health of students and it was also conducted to understand the level of the students' mental health in terms of depression, anxiety and stress.

**Design/methodology/approach:** The research instrument that was used was adopted. The Depression, Anxiety, Stress Scale (DASS-21) is a set of three-self report scales designed to measure the emotional states of depression, anxiety and stress. It consists of 21 items. The respondents of the research were 50 students from the Eugenio Cabezas National High School selected through purposive and convenient sampling method. The mean method was used to determine the effects of the COVID-19 pandemic and also the level of mental health of the students in terms of depression, anxiety and stress.

**Findings:** The following results showed that anxiety got the highest rating and level with an interpretation level of Extremely Severe followed by depression and stress with an interpretation level of Moderate.

**Research limitations/implications:** The data made it quite evident how the COVID-19 Pandemic damaged the students' mental health. The students' levels of stress, anxiety, and depression during the pandemic varied. Anxiety is significantly more common than either depression or stress. For the development of improved intervention programs and suitable support services aimed at this group, these distinctions need to be further examined.

**Originality/value:** The research is valuable as it is one way of informing the parents the signs of depression anxiety and stress, encouraging emotional intelligence, resilience, and social competence.

**Keywords:** anxiety, COVID 19, depression, mental health,

## EXPLORING THE EDUCATIONAL CHALLENGES OF STUDENT MOTHERS IN THE TRANSITION TO MOTHERHOOD: A PLAN FOR INNOVATION

ALF-BR-CP-3-22

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**Purpose:** Understanding the educational challenges of the respondents in the transition of the motherhood prompts the researchers to address the needs of the student mothers on how they will continue studying despite of their situation.

**Design/methodology/approach:** A discovery and interim analyses strategies was used to analyze and code the data (McMillan & Schumacher). The obtained results were analyzed and interpreted. Researchers used an in-depth semi-

structured interview as tool in gathering data. Participants were identified using purposive sampling.

**Findings:** The educational challenges encountered by the student mothers in the transition to motherhood were increasing burden of responsibility, experiencing physical problems, receiving insufficient support, inefficiency in maternal role, emotional and mental distress; and role conflict total of six main categories and 18 sub-categories were extracted from the data analysis.

**Research limitations/implications:** This study was limited to the twelve (12) student mothers from the three big schools of Alfonso District such as Lucsuhin Integrated School, Alfonso Integrated High School and Kaytitinga Integrated School.

**Originality/value:** The findings of this study showed that student mothers experience many physical, psychological, mental and social challenges. Designing a program that can help and support their students who are a mother. More so, the government especially the Department of Social Welfare and Development and the Department of Education must also design a program that can help student-mothers to continue studying and conduct a seminar that designed for student mothers about time management.

**Keywords:** Student Mothers, Motherhood, Dual Roles, Educational Challenges

### READINESS AND ANXIETY LEVEL OF GRADE 7 LEARNERS ATTENDING IN-PERSON CLASSES AT TRECE MARTIRES CITY NATIONAL HIGH SCHOOL

TMC-BR-CP-25-22

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**Purpose:** This research was conducted to determine the readiness and anxiety level of Grade 7 students in attending in-person classes at Trece Martires City National High School.

**Design/methodology/approach:** The study utilized a descriptive research design. The 298 Grade 7 students from the General Curriculum of TMCNHS were the participants of the study. The perceived readiness and anxiety level of learners were gathered through a survey questionnaire. Weighted mean and Pearson product-moment correlation were used in analyzing the data collected.

**Findings:** From the study, it was proven that in terms of self-advocacy and academic skills the learners perceived that they are "Approaching Readiness". In terms of anxiety level, it was found that students experience "Mild" anxiety level in attending in-person classes. Specifically, this is when they do school-works, are unable to do their assignments properly, when their teachers seem to be intimidating, and feel worried when entering the classroom. Lastly, a negative correlation between the readiness level of learners and their anxiety level in attending in-person classes.



**Research limitations/implications:** The study was limited to studying the readiness and anxiety level of Grade 7 learners only. Regarding readiness level, this study only assesses the academic skills and self-advocacy of the learners.

**Originality/value:** Since students are new to in-person classes, data gathered about their readiness and anxiety level and their correlation will be of great importance to teachers, the school, and the department of education, this will serve as baseline data in planning for program and activities that will help learners better adapt to the situation.

**Keywords:** In-person classes, anxiety level, readiness level, negative correlation

### **RIISING ABOVE ADVERSITIES: BASIS FOR A RESILIENCE TRAINING PROGRAM FOR SENIOR HIGH SCHOOL STUDENTS OF TANZA NATIONAL COMPREHENSIVE HIGH SCHOOL**

TAN-BR-CP-322

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**Purpose:** The study identified the level of resilience of Senior High students and its subscales using CYRM-28, as it is correlated with Academic Performance. Findings indicate that there is a significant difference among groups of learners concerning their level of resilience and academic performance.

**Design/methodology/approach:** The research followed a descriptive quantitative correlational design. Non-probability, convenience sampling was used in selecting respondents. Results from the Child and Youth Resilience Measure (CYRM-28) were analyzed through descriptive and inferential statistics.

**Findings:** The overall level of resilience of students is Moderate, and the computed score is a borderline value between Moderate Resilience and Low Resilience. The Relation with Caregivers subscale has Low Resilience while the Personal and Context Subscale is Moderate Resilience. There is a significant relationship between CYRM scores and the grades of the respondents, as well as the resilience level between those who got failed grades and those without.

**Research limitations/implications:** The result of the study is reference data in creating a resilience training program for students.

**Originality/value:** The study will serve as baseline data for future resilience intervention programs, or as an integral part of the school's learning recovery plan. The recipients of these envisioned programs are senior high school students since they are at the terminal level of their basic education.

**Keywords:** resilience, academic performance, child protection, CYRM



## SCHOOL RESPONSIVENESS AND TEACHERS' LEVEL OF AWARENESS ON THE CHILD PROTECTION POLICY: BASIS FOR A PROPOSED STRATEGIC PLAN

SIL-BR-CP-9-22

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**Purpose:** This study aimed to assess the school responsiveness and teachers' level of awareness of the child protection policy as a basis for the proposed strategic plan.

**Design/methodology/approach:** The study will use descriptive statistics. Mean to measure the center value/score that represents the entire group, and standard deviation to indicate the variability of the scores. Pearson r to measure the test for the equality of the two population variances. A quantitative method will be used in analyzing the data.

**Findings:** Teachers are very knowledgeable about the specific aims of the child protection policy of DepEd such as providing special protection to children who are gravely threatened or endangered by circumstances, and a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse. The schools highly implement disciplinary proceedings in cases of offenses committed by pupils, students, or learners as well as practice positive and non-violent discipline, as may be required under the circumstances.

**Research limitations/implications:** The study will be conducted in Lalaan Central School and Lalaan I Elementary School during the third quarter of the SY 2021-2022. The sample size will only be the total number of teaching personnel of the two schools. It will not be the representation of the District of Silang or the Schools Division Office of Cavite Province.

**Originality/value:** This study led to the proposal of strategic plan to aid in strengthening the level of awareness and school responsiveness or implementation of the Child Protection Policy.

**Keywords:** Child Protection, Awareness, Responsiveness, Child Abuse

## SCHOOL-BASED STRATEGIES OF GUIDANCE ADVOCATES OF PUBLIC JUNIOR HIGH SCHOOL IN MANAGING DISCIPLINE PROBLEMS

IND-BR-CP-30-22

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**Purpose:** This paper centers on the school-based strategies of guidance advocates of public junior high school in managing discipline problems.

**Design/methodology/approach:** The study utilizes the descriptive-comparative research design. It was conducted in a junior public high school in Cavite from among the 7 guidance advocates who were acting as guidance counselors



though they were not licensed as a counselor hence they are referred to as a guidance advocates.

The study used the 2-part questionnaire with 15 items which underwent validation of the experts in the field. The U-test and H-test were used to determine the significant differences in the assessed management of discipline problems. Hypotheses were tested at 0.05 level of significance

**Findings:** Based from the findings of the study: Most of the Guidance Advocate respondents are bachelor's degree holders with the age of not more than 35 years old while majority of them are female who are not licensed and were not able to attend any seminar on managing discipline problems. Manage very well the discipline problems of students of a public junior high school, they respondents opted to praise the entire class for its good behavior, and arrange for a conference with parents/guardian.

**Research limitations/implications:** This study focuses on the assessment of the Guidance Advocate respondents on options on how they manage discipline problems of a public junior high school.

However, it is limited to the comparison and analysis based on the assessment of the Guidance Advocate respondents on their options how they manage discipline problems of a public junior high school.

**Originality/value:** The research is helpful in the improvement of the services of the guidance and counseling office in the junior public high school particularly in managing discipline problems.

**Keywords:** Guidance Advocates, Managing Discipline Problems

### **SELF-ESTEEM, ACADEMIC STRESS, AND EXPOSURE TO CYBERBULLYING: A CORRELATIONAL - PREDICTIVE STUDY AS A BASIS FOR A LEARNER SUPPORT PROGRAM**

NOV-BR-CP-6-22

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**Purpose:** The purpose of this study is to determine students' academic stress levels, exposure to cyberbullying, self-esteem level, and the constructs' correlation. It also aims to design a linear regression model and craft a support program that could accommodate the needs of the students in the new normal.

**Design/methodology/approach:** The research used mixed-method research designs. Specifically, the researcher utilized case study and correlational predictive designs. The researcher used survey questionnaires with five parts: (1) Rosenberg's Self-Esteem Scale, (2) an academic stress scale from Balaji Rao (2014), and (3) Cyberbullying exposure scale. Through interview, the researcher

was able to analyze the experiences of students on cyber-bullying, factors affecting their self-esteem, and their coping mechanisms.

**Findings:** The researcher found that self-esteem and academic stress are significantly correlated to cyberbullying exposure, with a coefficient of 0.174 and 0.192, respectively. It implies that the variables are directly correlated, but the effect is small. It is found that 6.4% of the variance is explained by the two predictors ( $F(2, 234) = 9.12, p < 0.001$ ).

**Research limitations/implications:** This study is conducted in the District of Noveleta, consisting of 262 Key Stages 3 and 4 students. The samples are chosen through stratification with a power of 0.95 and a medium effect size of 0.3.

**Originality/value:** Using the findings, the researcher formulated Project ACCSLE (Anti-Cyberbullying Campaign for Safer Learning Environment to increase the stakeholders' knowledge of cyberbullying and its relationship to self-esteem and academic stress; and identify red flags, some effects, coping mechanisms, and knowledge about cyberbullying.

**Keywords:** Cyberbullying, self-esteem, stress, correlation

### TA UMPESA NA FAMILIA (STARTING FROM THE FAMILY): CASE STUDY OF OUT-OF-SCHOOL CHILDREN IN MUNICIPALITY OF TERNATE

TER-BR-CP-9-22

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**Purpose:** The purpose of this study is to document the personal stories of ten (10) pupils who have dropped out of elementary school.

**Design/methodology/approach:** This study used qualitative research design through case study. Ten (10) out-of-school children who have been out-of-school for more than three (3) years were interviewed.

**Findings:** Based on the results, it revealed that participants are male teenagers and in Grade 3 and Grade 6 when left school. Moreover, many of them belonged to a big family with low socio-economic status and a long journey from home to school is a problem. As to reason for dropping out-to school, it is due family-related factors and sadness was what they felt upon leaving school. There are participants who did nothing at home and as to their plans about schooling, equal of number of them were decided to continue and not to continue it. Lastly, the need of having a school supply was what they need to pursue their studies.

**Research limitations/implications:** The researcher had a set of questions or discussion topics in mind before the interview, but when the participants responded, the researcher let the conversation flow freely.

**Originality/value:** This research found out that dropping out to school starts from the family after transcribing the responses of the participants.

**Keywords:** case study, out-of-school children, dropped out, family-related factor



## **TEEN MOMS' VOICES: UNVEILING THE LIVED EXPERIENCES OF EDUCATIONAL RESILIENCY AMONG TEENAGE MOTHERS**

ALF-BR-CP-2-22

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**Purpose:** This study aims to explore the lived experiences of teenage mothers. Specifically, the challenges they experienced, their success stories, and the impact we can get from their stories to support education resiliency among other teen moms.

**Design/methodology/approach:** Phenomenological qualitative research design was utilized in this research using a validated questionnaire via google form. Senior High School participants from three secondary schools in Alfonso Cavite were selected. Content and thematic analyses were used in analyzing the data.

**Findings:** The findings revealed that the participants experienced challenges in achieving their goal to finish their studies. However, they treat the situation as a motivation to continue for their family and their dreams. They were tested by the situation but felt happy and inspired by their child. It taught them to be mature and tough in facing circumstances and overcoming them. Thus, their stories are significant to hear to support educational resiliency among other teen moms.

**Research limitations/implications:** The result of this study can be used to construct a proposal of programs, activities or school policies on how the education system, schools, and teachers could help teenage mothers in completing their education.

**Originality/value:** This study provides a research-based overview of the experiences of teenage mothers in completing their SHS studies.

**Keywords:** education, experience, challenges, resiliency, teenage mother

## **DISASTER RISK REDUCTION MANAGEMENT**

### **A SENSE OF SAFETY: EXAMINING PERCEPTIONS OF CRISIS FREQUENCY AND PREPAREDNESS AMONG TEACHERS OF ETTMNIHS**

KAW-BR-DR-45-22

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**Purpose:** Having been aware of the increased crisis frequency brought by the COVID-19 pandemic, this study assessed how prepared educators felt to appropriately detect signs of a crisis before the event and to effectively respond to this given crisis.

**Design/methodology/approach:** The perceptions of crisis frequency and level of preparedness among the thirty (30) teaching staff of ETTMNIHS were determined

using the adopted Crisis Event Perception Survey (CEPS) by Tysinger, et.al (2016). The tool revealed the extent of perception, frequency, preparedness, and training received on crisis events among the respondents.

**Findings:** The respondents collectively perceive themselves to be aware of the different manifestations of crises when they occur. In addition, the majority of them have little to no experience in personally dealing with different crisis events. Findings also revealed that faculty members lack training in handling crises but at the same time they consider themselves to be prepared to a little extent to handle such events when it occurs.

**Research limitations/implications:** The crisis events described in this study focused only on child abuse, child neglect, homicidal ideation, suicidal ideation, unexpected death, and emotional response to crisis events.

**Originality/value:** The findings of the study led to a proposal of several professional development programs for teachers focusing on handling crises to holistically strengthen the schools' DRRR program in light of the COVID-19 pandemic.

**Keywords:** Crisis frequency, Crisis event perception, DRRR, Disaster Management

### **BIDA ANG HANDA KOMIKS: AN INTERVENTION TO IMPROVE EARTHQUAKE PREPAREDNESS OF KEY STAGE 2 LEARNERS IN THE REOPENING OF FACE-TO-FACE CLASSES**

NAI-AR-DR-44-22

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**Purpose:** Due to climate change, the intensity and frequency of natural hazards like an earthquake are expected to rise. Thus, this study was conducted to determine the effectiveness of "Bida ang Handa Komiks" in improving earthquake preparedness of Key Stage 2 learners in the reopening of face-to-face classes.

**Design/methodology/approach:** The study is quantitative research applying a one-group pretest and posttest design. Participants who underwent the intervention using the "Bida ang Handa Komiks" were the 139 Key Stage 2 learners. Research instruments were reviewed and validated.

**Findings:** Results in the pretest revealed that their level of earthquake preparedness was "low" which was improved to "High" after exposure to "Bida ang Handa Komiks." Results further disclosed the significant difference between the pretest and posttest, thus, the "Bida ang Handa Komiks" was effective in improving the earthquake preparedness of Key Stage 2 learners.

**Research limitations/implications:** This study focused on determining the effectiveness of "Bida ang Handa Komiks" as an intervention in improving earthquake preparedness among Key Stage 2 learners from three elementary schools in Naic District, Cavite, namely Ibayo Elementary School, Palangue 2 Primary School, and Bucana Sasahan Elementary School for the school year 2022-



2023. The intervention strategy was limited to the distributed comic strips under three scenarios: inside the house; in the school; and outside the community.

**Originality/value:** The “Bida ang Handa Komiks” was used to improve earthquake preparedness in three settings: inside the house, in school, and outside the community.

**Keywords:** Comic Strip, Earthquake, Earthquake Preparedness, Key Stage 2

### **DISASTER PREPAREDNESS AMONG HOUSEHOLDS OF SHS STUDENTS IN ETTMNIHS: BASIS FOR CURRICULAR INTEGRATION AND EXTENSION PROGRAM**

KAW-BR-DR-47-22

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**Purpose:** The purpose of this study is to know the extent of the application of safety practices and precautionary methods in the households of SHS students in ETTMNIHS as a step to fully understand the level of disaster preparedness among the learners.

**Design/methodology/approach:** To quantitatively describe the level of disaster preparedness among the four hundred thirty-four (434) SHS respondents, the General Disaster Preparedness Belief (GDPB) Scale by Inal, et.al. (2017) was adopted.

**Findings:** It was revealed that the respondents perceived themselves to have a high level of self-efficacy and cue to action whenever natural disasters occur. Moreover, the respondents have manifested a high level of perceived understanding of being susceptible to disasters and are also aware of the severe consequences of such. On the other hand, the respondents perceive themselves to have a moderate level of perception of barriers which includes knowledge and financial concerns for disaster mitigation.

**Research limitations/implications:** The level of disaster awareness was analyzed and interpreted only in the domains of disaster and preparedness and disaster mitigating principles. Results were interpreted as a whole regardless of the respondents' grade level, track and strand, and age among other variables.

**Originality/value:** The findings of the study are used as baseline data to strengthen the school's DRRR program mainly focusing on skills development, streamlining of fire and earthquake drills, and systematic information dissemination.

**Keywords:** Disaster Preparedness, DRRR, Hazard Mitigation

## EFFICIENCY OF QUICK RESPONSE TEAM IN TANZA NATIONAL TRADE SCHOOL: BASIS FOR PROGRAM ENHANCEMENT STRATEGY

TAN-AR-DR-4-22

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**Purpose:** This study is determined to investigate the efficiency of Quick Response Team (QRT) in the Tanza National Trade School in terms of classroom electrical and school water system maintenance and services as rated by students, teachers and school staff.

**Design/methodology/approach:** An experimental-quantitative research design was employed in this study. Purposive sampling was used to gather pertinent data. Pre and post assessment survey questionnaires were used to measure the efficiency of QRT.

**Findings:** Findings from this study revealed that teachers, students and school staffs rated the QRT assigned in classroom electrical and school water system services and maintenance as "efficient". Moreover, there is significant difference on the pre-assessment and post-assessment results after the four strategies in the QRT has been applied in classroom electrical and school water system services and maintenance

**Research limitations/implications:** The respondents of the study is limited only to students, teachers and school staffs who received classroom electrical and school water system services and maintenance.

**Originality/value:** This research is concerned not only with the well-being of students, teachers, and school personnel but also with the school itself, given that aside from our main responsibilities as teachers, maintaining school facilities is a challenging task.

**Keywords:** Enhancement Strategy, Quick Response Team & School Facilities Maintenance

## HY-5 APPROACH: A HEALTH EDUCATION PROGRAM TO IMPROVE THE HYGIENE AND SANITATION PRACTICES OF LEARNERS

ROS-BR-DR-16-22

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**Purpose:** This study aimed to investigate the effectiveness of Hy-5 Approach as an health education program to improve the Hygiene and Sanitation practices of learners.

**Design/methodology/approach:** This study used Pre-experimental method utilizing one-group, pretest-post-test design. The participants were the total enumeration of learners in the school. Thus, no sampling technique was used. Data were collected using the survey questionnaire about hygiene and sanitation



practices adopted from DepEd-WASH. After the implementation of Hy-5 program, survey was given again which served as the post-test. The results of the pretest and post test were compared and analyzed using Wilcoxon Signed-Rank test.

**Findings:** Results revealed that the use of Hy-5 program improved the Hygiene and Sanitation practices of learners.

**Research limitations/implications:** Through this program, the learners are focused on improving WASH in schools to ensure that their students stay healthy, it prevents diseases and infections, reduces absenteeism, improves the learning environment and prevents the spread of communicable diseases from one student to another.

**Originality/value:** It contributes towards healthy and secure school environments that can protect children from illness, abuse and exclusion. WASH in Schools significantly reduces hygiene-related diseases.

**Keywords:** Hy-5 Approach, Hygiene and Sanitation practices, Pupils, Pre-Experimental.

### **LEVEL OF DISASTER RISKS REDUCTION AWARENESS OF SELECTED STUDENTS AND TEACHERS IN BINAKAYAN NHS: BASIS FOR SCHOOL RISK MANAGEMENT INTERVENTION PROGRAM**

KAW-BR-DR-61-22

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**Purpose:** Climate change has been undeniably posing threats to the environment. It is one of the crucial environmental concerns which oftentimes lead to flooding, the rise of water levels, and intense heat waves. Hence, many public schools in the district of Kawit in the Northern part of the province of Cavite are considered vulnerable to these environmental problems. In this regard, this study attempts to determine the level of awareness of selected students and teachers in Binakayan National High School in terms of preparedness measures which serve as the basis for developing an intervention program that will bridge the gap and address some issues and challenges of the school risk reduction management system.

**Design/methodology/approach:** Selected junior high school teachers and students in Binakayan National High School were the participants in this study. It employed a quantitative method using a quota sampling technique and utilized the Disaster Risks Reduction Education Monitoring Checklist from the School Risks Reduction Manual, Booklet 2 as the instrument of the study.

**Findings:** The findings of this study indicate that the participants need to strengthen their level of awareness of risk reduction in terms of hazards and Standard Operating Procedures, Knowledge, and Practices. In this light, the learning institution must support the participants in this aspect by initiating programs and activities that further enhance their knowledge, skills, and attitude toward risk reduction.



**Research limitations/implications:** The study employed a quantitative method which only limits participants' responses on the given questions.

**Originality/value:** Moreover, participants' risk reduction understanding and involvement in various activities and programs should be sustained by regularly monitoring attendance, intensifying learners' interest, and engagement in various SDRRM programs and activities.

**Keywords:** Level of Disaster Risks Reduction Awareness, School Risk Management Intervention Program, Standard Operating Procedures

**LIGTAS (LOCALIZED INTERVENTION GEARING TOWARDS AWARENESS ON SAFETY):  
 AN INTERVENTION PROGRAM**

NAI-AR-DR-11-22

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**Purpose:** In preparation for the resume of full blast in-person classes, ensuring safety of the learners must be one of the main priorities. Thus, this study was conducted to determine the effectiveness of the LIGTAS (Localized Intervention Gearing Towards Awareness on Safety), a localized module used as an intervention to improve awareness on health and safety protocols.

**Design/methodology/approach:** The study utilized the pretest-posttest research design. Pretest was administered among the 125 Grade Two pupils of Ibayo Elementary to determine their level of awareness on health and safety protocols implemented in the school and community. Using the LIGTAS, an intervention program was conducted that lasted for six weeks during first quarter of SY 2022-2023. Posttest was administered to determine the significant improvement on the level of awareness of the participants after intervention.

**Findings:** The computed weighted mean in the posttest revealed that participants' level of awareness on health and safety protocols was improved from "Moderate" to "High" level. Results further disclosed that there was a significant difference in the result of the pretest and posttest. Thus, LIGTAS intervention program was effective in improving awareness on health and safety protocols.

**Research limitations/implications:** LIGTAS was crafted based on health and safety protocols released by the Inter-Agency Task Force (IATF) and the Department of Health (DOH). The focused was in school and in the community.

**Originality/value:** The LIGTAS module was used as an intervention to ensure safe resume of in-person classes.

**Keywords:** Localization, Localized Module, Health and Safety Protocols, Awareness

### **MENTAL HEALTH BASED - MODEL: AN INTERVENTION PROGRAM TO REDUCE PSYCHOLOGICAL DISTRESS EXPERIENCED BY THE TEACHERS AND STUDENTS IN TIMES OF UNCERTAINTY**

SIL-AR-DR-30-22

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**Purpose:** The study's main purpose is to find out the stress experienced by the teachers and students because of the pandemic. Through this, it will propose a mental health based-model to reduce psychological distress.

**Design/methodology/approach:** The participants of the study were the selected teachers and students of Bulihan Integrated National High School in the District of Silang, Cavite during S.Y. 2021 - 2022. The researchers utilized action research design and non-probability sampling. Survey, semi-structured interviews and focus group discussion were conducted by the researchers.

**Findings:** It was found that teachers had a serious stress in work related and family related with a mean of 3.69 and 3.67 while moderate stress in physical distancing and quarantine and mild stress in lifestyle with a mean of 2.75 and 2.46. On the other hand, most of students had major stress in family, mental and psychological, lifestyle, academics, and physical distancing and quarantine with 38 out of 70. To relieve stress, sleeping is the most common personal stress relief method used by the students while 20% of the teachers said they opted to eat to relieve and 3% drink alcohol.

**Research limitations/implications:** This study provides the application of basic provisions to reduce psychological distress especially this time of adversity in the DepEd.

**Originality/value:** The study manifested the benefits can gain in the implementation of mental health based-model to reduce stress by the teachers and students not only in pandemic but post-pandemic as well.

**Keywords:** Covid-19, Mental health based-model, Stress, Action Research design, Psychological distress.

### **STATUS OF THE PSYCHOLOGICAL WELLBEING OF STUDENTS IN THE DIVISION OF CAVITE DURING COVID-19 CRISIS**

DIV-BR-DR-10-22

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**Purpose:** This research is intended to support the elementary and secondary students of the SDO Cavite Province through "Psychosocial Support Service (PSS)", an online/tele-support counseling system. To assist students develop resiliency, decision making in managing life challenges and in preparation to the new learning modalities of the Educational System.

**Design/methodology/approach:** To ease the information dissemination/promotion, and student-encouragement, this quantitative research study made use of a web-based survey through Google Form. Personal data of the respondents was stored safely in a password protected folder in a google drive for further analysis of the Registered Guidance Counselor by cluster.

**Findings:** Grounded on the findings, 48 student responded, 64.4% female and 35.4 male (North Cluster 29.2%, East Cluster 16.7%, South Cluster 35.4%, and West Cluster 8.5%) from elementary and secondary. The top three student-responses indicated the following: Loneliness (27%), Difficulty Sleeping and Eating (22.9%), and Feeling of Helplessness and Hopelessness (16.7%).

**Research limitations/implications:** This study is limited only for the elementary and secondary students from the SDO. Availability of resources such as internet connection, communication devices, and training on the use of different online platforms for the online/tele-support counseling system was not covered on this study.

**Originality/value:** The findings are substantial in identifying and addressing student psychological needs. Conclusions/Recommendations would serve as basis for intervention programs focused on mental health issues, and development of programs in the division, regional and national level. As basis in more quality research studies, and acknowledgement of the DepEd RGCs capable of providing basic mental health and counseling services.

**Keywords:** online counseling, referral, mental health, wellbeing

## INCLUSIVE EDUCATION

### A SINGLE CASE STUDY ON UTILIZING WHOLE CHILD APPROACH IN AUTISM SPECTRUM DISORDER(ASD) PROGRAM IN TAGAYTAY CITY CENTRAL SCHOOL-TAGAYTAY CITY SPECIAL EDUCATION CENTER IN THE NEW NORMAL EDUCATION: A SPRINGBOARD TO COMMUNITY AWARENESS AND PARTICIPATION ORIENTATION PLAN

TAG-BR-IE--1-22

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**Purpose:** This was to remind each one the - families, schools, and communities had a role to play and a great responsibility in the life of an Autism Spectrum Disorder (ASD) child.

**Design/methodology/approach:** Employing a qualitative descriptive single case study design, this research delved into the experiences of key players in the Autism Spectrum Disorder (ASD) Program, specifically focusing on the implementation of the Whole Child Approach at Tagaytay City Central School – Tagaytay City SPED Center in the context of the new normal education. Participants included two (2)



full-time ASD teachers, two (2) ASD receiving teachers, two (2) ASD parents, and two (2) community leaders, selected through purposeful sampling.

**Findings:** Five themes emerged in response to the research questions. Theme 1 illuminated the perspectives of key players on the new normal, revealing its challenges and necessitated innovative approaches. Theme 2 highlighted the importance of multidisciplinary services during the pandemic. Theme 3 addressed the encountered challenges, specifically adapting to change and behavior management. Theme 4 discussed pillars of support (Local Government Unit, Non-Governmental Organizations, Parental and Community Involvement) and effective techniques (Learning Resources, Finding a Tutor, Communication with ASD Implementers). Theme 5 delved into preparing for the future, encompassing the visions of ASD implementers, parents, and community leaders.

**Research limitations/implications:** This research was limited only on the experiences of the key Players of Autism Spectrum Disorder (ASD) Program in the implementation of Whole Child Approach in Tagaytay City Central School – Tagaytay City SPED Center in the new normal education.

**Originality/value:** This research tackles about the experiences of the key Players of Autism Spectrum Disorder (ASD) Program in the implementation of Whole Child Approach. This research is intended to improve the Autism Spectrum Disorder (ASD) Program in the implementation of Whole Child Approach in Tagaytay City Central School – Tagaytay City SPED Center for the welfare of Autism Spectrum Disorder (ASD) learners.

**Keywords:** Autism Spectrum Disorder (ASD), Whole Child Approach, Special Education, key players, community leaders

**PAGPAPATUPAD NG INKLUSIBONG EDUKASYON PARA SA PAGPAPATAAS NG  
ANTAS NG PAGKATUTO NG MGA MAG-AARAL NA MAY ESPESYAL NA  
PANGANGAILANGANG PANG-EDUKASYON SA MATAAS NA PAARALAN NG  
INDANG**

IND-AR-IE-28-22

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**Purpose:** Ang pananaliksik na ito ay naglalayong mabatid ang nararapat na maging hakbang sa pagpapatupad ng inklusibong edukasyon, malaman ang estratehiyang dapat gawin kaugnay sa inklusibong edukasyon, at mabatid ang resulta ng inklusibong edukasyon sa antas ng pagkatuto ng mga mag-aaral na may espesyal na pangangailangang pang-edukasyon.

**Design/methodology/approach:** Kwalitatibo o Deskriptibong pamamaraan ang ginamit para sa pagkalap ng mga datos.

Mga mag-aaral sa lahat ng antas sa Mataas na Paaralan ng Indang na kabilang sa may espesyal na pangangailangang pang-edukasyon ang magsisilbing

respondente. Nagsagawa ng indibidwal na panayam upang malaman ang kondisyon ng mag-aaral kaugnay sa pang akademikong kalagayan.

Gumamit ang mga mananaliksik ng “open-ended questions” bilang gabay sa panayam.

**Findings:** Paigtingin pa ang pagpapatupad ng inklusibong edukasyon lalo na sa pamamaraan ng pagtuturo ng mga guro para sa mga mag-aaral na may espesyal na pangangailangang pang-edukasyon.

**Research limitations/implications:** Kondisyon ng respondente sa oras ng panayam.

**Originality/value:** Ang maigting na pagpapatupad ng inklusibong edukasyon ay makatutulong sa pagpapataas ng antas ng pagkatuto ng mga mag-aaral na kabilang sa may espesyal na pangangailangang pang-edukasyon.

**Keywords:** Inklusibong edukasyon; espesyal na pangangailangan; kakulangang pang-akademiko;pagsasama-sama

### PERFORMANCE AND ATTITUDE TOWARD INCLUSIVE EDUCATION OF ELEMENTARY REGULAR SCHOOL TEACHERS IN MAGALLANES, CAVITE: BASIS OF CAPACITY BUILDING PROGRAM

MAG-BR-IE-29-22

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**Purpose:** The Department of Education (DepEd) promotes education for all through Inclusive Education (IE). IE is important because Learners with Disability (LWD) have fundamental right to quality education as well. Teachers have a rating tool called Individual Performance Commitment and Review Form (IPCRF) were KRA 2, Obj 5 measured how they taught LWDs. With these circumstances, this study assessed the performance and attitude of Elementary regular teachers toward IE in the new normal as basis of capacity building program.

**Design/methodology/approach:** 75 RTs from the Elementary were part of this study. Data were collected through a survey-questionnaire and analyzed using mean and Pearson correlation. The legal framework of this study was the 1987 Philippine Constitution (Art. XIV, Sec 1 & 2).

**Findings:** Findings have shown that the performance of the regular teachers is  $\bar{x}=4.33$  which means Very Satisfactory Performance. The RTs overall attitude toward IE has a mean of 4.31 which means positive. A significant positive weak correlation between the performance and attitude of the RTs was established.

**Research limitations/implications:** Findings of this can be used as basis of capacity building programs for the Elementary RTs where their attitude and competence can improve in teaching LWDs which could strengthen IE

**Originality/value:** This study is a vital foundation in strengthening IE in Magallanes especially a good basis of the newly signed law RA 11650.



**Keywords:** Inclusive Education, Regular Teachers, Learners with Special Needs, New Normal, Magallanes Cavite

**PROJECT PATAS (PROJECT ADVANCING TEACHER'S ATTITUDE TOWARD SPED):  
ADVANCING INCLUSIVE EDUCATION IN MAGALLANES**

MAG-AR-IE-17-22

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**Purpose:** Almost 4 million Learners with Special Needs (LSEN) were unable to enroll due to COVID-19 and the worsening poverty. Thus, a bill Inclusive Education for Learners with Disabilities bill, which emphasizes the obligation of the educational system, parents, and communities to accommodate LSEN. However, according to Bencito (2021), 29.55% of secondary regular teacher (RT) do not have any form of training about Inclusive Education (IE). This study was conducted to assess the effectiveness of the project titled Project PATAS (Project Advancing Teacher's Attitude toward SPED): Advancing Inclusive Education in Magallanes.

**Design/methodology/approach:** 40 RTs from the secondary were the respondents of this research. Data were collected through answering a validated 10-item pre-test before the training and posttest after the training.

**Findings:** Findings have shown that the pre-test of the participants got a  $\bar{x}=7$  and in the posttest a mean of 10/10. The p-value equals 6.896e-7. Therefore, there is significant difference between the pre-test and post-test results of the participants before and after Project PATAS which means the project had been effective.

**Research limitations/implications:** Since the training is effective in raising the knowledge of the teachers about IE. Further trainings could be done to strengthen IE.

**Originality/value:** This study is one of the pioneering study about IE, not only in Magallanes but in as well in Cavite. Through such study, IE could be strengthen and many LSEN will have proper education inside a mainstream classroom.

**Keywords:** Inclusive Education, Regular Teachers, Project Patas, New Normal, Magallanes Cavite

**REIMAGINING MUSLIM STUDENTS: ISLAMOPHOBIA AND RELIGIOUS  
DISCRIMINATION AMONG HIGH SCHOOL STUDENTS**

ROS-BR-IE-1-21

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**Purpose:** The goal of this paper is to better understand the complexities associated with religious discrimination for youth and adolescents and how to mitigate the harm caused by these discriminatory experiences.

**Design/methodology/approach:** This study used case study by Yin (2014). The participants of the study were 12 Muslim high school students in a public secondary school in the Division of Cavite Province and were selected using purposive sampling technique. The data collection was conducted through individual in-depth interview using an interview guide. The recorded in-depth interviews were transcribed verbatimly then description of the experiences of the participants were treated and analyzed based from Yin's (2013) model of qualitative data analysis including compiling database, disassembling the data, reassembling the data, interpreting the data and conclusion.

**Findings:** Significant statements were coded, and from the codes, three interwoven themes emerged. They are: (a.) Misconceptions about Muslim Students; (b) Islamophobia and Religious Discrimination inside the classroom and school; and (c) Muslim students become advocates of non-discriminatory programs

**Research limitations/implications:** Researchers, policymakers, and educators may learn from the findings on how to prevent discrimination and discrimination of Muslim students and provide an atmosphere where all students feel welcome. Teachers and other school personnel need to learn how to be more culturally competent and adopt a more welcoming pedagogy in order to reduce bias in the classroom. To further understand the extent and results related with Islamophobia in schools, researchers should undertake additional projects, and policymakers should endeavor to implement inclusive practices that promote equality for Muslim students.

**Originality/value:** This study discussed students' experiences, the context of school as a conduit for discrimination, how students responded to these instances, including protective factors and recommendations for future research and school policy.

**Keywords:** Islamophobia, Religious Discrimination, Muslim Students, Case Study

## GENDER AND DEVELOPMENT

### GENDER ROLE DIFFERENTIATION AMONG SELECTED SSG OFFICERS IN SDO CAVITE PROVINCE FOR S.Y. 2021-2022

DIV-BR-GAD-5-22

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**Purpose:** This study aimed to: (a) determine the gender role differentiation in productive, reproductive, and community activities of SSG officers and their household; (b) determine the time allocation of SSG officers and their household; (c) determine the problems encountered in performance of gender-related



activities, and (d) identify policy recommendation to improve the status of women.

**Design/methodology/approach:** Simple random sampling was used in the study. Descriptive statistics and 24-hour activity profile was used to describe the participant's profile, and in determining the gender inequality.

**Findings:** Results show that both male and female SSG officers dominate in specific reproductive activity. Male SSG officers dominated in productive and community activities. Female participants devoted 10 hours in reproductive and productive activities while male participants utilized 11 and 13 hours in reproductive and productive activities, respectively. Problems encountered were lack of time, overlapping activities, difficulty in dealing with students, and lack of awareness.

**Research limitations/implications:** This study focused on the elected SSG officers for S.Y. 2021-2022.

**Originality/value:** Through this study, conduct of GAD training to student leaders, capacity building on Program Management, and other gender-related activities to address the problems encountered in doing gender-related activities is highly encouraged through a collaboration between YFD of SDO and GAD Focal Point System of schools.

**Keywords:** gender inequality, gender role differentiation, time allocation.

### **GENDER-RESPONSIVE EDUCATION AMIDST THE PANDEMIC: THEMATIC CONTENT ANALYSIS OF LEARNING RESOURCES FOR KEY STAGE 1**

TMC-BR-GAD-8-22

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**Purpose:** The purpose of this study was to examine the gender-responsiveness of teacher-made learning resources in Trece Martires City Elementary School. This was done through a thematic content analysis of the curriculum design, content, learning activities, and representation, language, and images used in these resources.

**Design/methodology/approach:** The study employed a quantitative research approach using the adapted checklist for the Development of Gender-Responsive Learning Materials developed by the Commonwealth of Learning (2015). Fourteen learning materials created by teachers in Trece Martires City Elementary School during the first week of the second quarter of the SY 2021-2022 were evaluated using this checklist.

**Findings:** The results of the study showed that the evaluated learning materials were gender responsive to a great extent in terms of content and representation, language, and images, as indicated by weighted means of 3.53 and 3.94, respectively. However, the weighted mean of 3.05 indicated that the learning materials were only moderately gender responsive in terms of learning activities,



and the weighted mean of 2.06 indicated that they were only slightly gender responsive.

**Research limitations/implications:** The study suggests that teachers should continue their efforts in developing gender-responsive learning materials, particularly in the areas of learning activities and curriculum design. They may need further training and support in these areas to enhance their capacity.

**Originality/value:** This study contributes to the ongoing review of locally developed learning resources during the pandemic, specifically assessing their gender responsiveness. It highlights the importance of creating inclusive and gender-responsive materials in educational settings.

**Keywords:** learning resources, gender responsive, pandemic

### LIVED EXPERIENCES OF FEMALE SCHOOL HEADS IN GEN. EMILIO AGUINALDO, CAVITE IN THE TIME OF COVID-19

GEA-BR-GAD-13-22

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**Purpose:** The purpose of this study is to determine how the administrators were able to reach the current positions considering their leadership perspectives, strengths as leaders, their limitations as school leaders and their leadership style that manifest on their schools in the time of pandemic. It also aims to give in-depth understanding how administrators lead their roles and how they could inspire and empower other women to take leads as education managers.

**Design/methodology/approach:** This study used qualitative in which researchers conducted open-ended survey through google form. Seven (7) Female School Heads of the said district participated voluntarily.

**Findings:** In the time of COVID-19, participants found strength in adaptability with the changes in the system and trends in education. They identified their difficulty in communication, but they were given opportunities to learn and explore new concepts in the use of technology which is very essential during this time. However, these female school administrators are challenged in terms of communication, but the school heads of this district impose a proper approach in communicating and considering the situations of the persons involved. Hence, they generally recommend having a positive attitude towards the changes and trends that our department impose.

**Research limitations/implications:** This is a qualitative study use purposive sampling which used the following criteria; they must be a female school head, reporting in an elementary school in the District of Gen. Emilio Aguinaldo, Cavite

**Originality/value:** Empowering the leadership roles of female school heads in the district amidst changes in educational trends.

**Keywords:** Leadership, School Head, Management, Female

## **NARRATIVE EXPERIENCES OF STUDENT LEADERS AMONG PUBLIC HIGH SCHOOLS IN TRECE MARTIRES CITY, CAVITE**

TMC-BR-GAD-51-22

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**Purpose:** The purpose of this study is to explore the experiences of student leaders in public junior high schools in Trece Martires City. The study aims to understand the challenges they face and their personal development during their term.

**Design/methodology/approach:** The study utilized a phenomenological approach, conducting in-depth interviews with seventeen student leaders from nine public junior high schools in Trece Martires City.

**Findings:** The study revealed that the majority of student leaders were males aged 15 to 18 years old who excelled academically in Grade 10. However, they had limited involvement in religious-related, school-related, and community leadership activities. Student leaders viewed themselves as role models, valuing a balance of intellectual, emotional, and social aspects in their lives. They identified as Servant Leaders, using a Democratic Leadership style that involves active participation and decision-making by group members. Challenges faced by student leaders included communication difficulties, asserting authority within the group, and managing priorities. They expressed a positive attitude towards improving their communication skills, decision-making skills, and priority management through training and seminars provided by the school.

**Research limitations/implications:** The study recommends various activities and programs to enhance the leadership skills of student leaders. These include simulation programs, leadership role orientation, leadership talks by former leaders, regular mentoring by organization advisers, public speaking training, motivational counseling, and student leadership development training.

**Originality/value:** This study provides insights to improve leadership programs in schools and support the development of student leaders who may become future leaders in their country and globally.

**Keywords:** Communication skills, Participative leadership, Democratic style, Academic performance, Priority management, Student leaders.

## **RELATIONSHIP BETWEEN THE LEVEL OF RELIGIOSITY, KNOWLEDGE ABOUT HOMOSEXUALITY, AND ATTITUDES TOWARD GENDER MINORITY INDIVIDUALS OF TEACHERS AT MALAINEN BAGO ELEMENTARY SCHOOL**

NAI-BR-GAD-42-22

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**Purpose:** This research aims to investigate the level of religiosity, knowledge about homosexuality, and attitudes toward gender minorities among teachers at

Malainen Bago Elementary School, as well as the relationship between these variables.

**Design/methodology/approach:** This quantitative study used descriptive and correlational research methods to examine the relationship between the variables. The Mature Religiosity Scale, the Knowledge About Homosexuality Scale, and the Homosexuality Attitude Scale were utilized to collect responses using a random sampling technique using Google Forms. The weighted score, mean, raw score from the knowledge section, and Pearson r were used in analyzing the data.

**Findings:** The collected data revealed that teachers have a very high level of religiosity ( $M = 4.03$ ,  $SD = 1.24$ ) and attitudes towards homosexuality ( $M = 3.97$ ,  $SD = 0.75$ ), but a low level of knowledge about gender differences ( $M = 8.21$ ,  $SD = 2.68$ ). The computed p-value (0.0265) and Pearson r (coefficient = 0.4117) indicate a moderately positive correlation between religiosity and attitudes toward gender minorities. Conversely, teachers' knowledge of homosexuality and gender differences has a weak negative correlation (p-value = 0.07292; Pearson r (coefficient = -0.03398)).

**Research limitations/implications:** This study addressed sensitive topics such as gender, which may have affected teachers' responses. It also used a small sample size; only 29 responses were analyzed, so the data may not apply to larger-scale investigations.

**Originality/value:** This study could be used to develop programs or interventions that address gender issues in education so teachers can respond appropriately and professionally to gender issues, which are important in school and society.

**Keywords:** gender minority, mature religiosity scale, homosexuality attitude scale, teachers' knowledge

### **VAWC IN FOCUS: REALIGNING PERSPECTIVES, PERCEPTIONS, AND PLANS THROUGH THE LOCALIZED BROCHURE DISTRIBUTION IN KAWIT COMMUNITY**

KAW-AR-GAD-34-22

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**Purpose:** The study's objective is to find the effect of the distributed brochure to the gender violence awareness of the Kawit Community.

**Design/methodology/approach:** This phenomenological research study utilized validated interview questionnaires to 50 respondents comprised of students and parents of ETTMNIHS

**Findings:** The study revealed that there is a huge difference in the level of the respondents' awareness before and after the brochure distribution. Based on the gathered data, the respondents had limited knowledge of violence against women and children before the brochure distribution. On the contrary, the respondents gain more knowledge and a deeper understanding of the topic. The



researchers came up with the following proposed programs and projects which can be implemented on the campaign of violence against women and children: (1) provide capability training for government agencies and private sectors; (2) the Barangay officials must maintain their partnership with the focal personnel of women's desk; and (3) HI-TEACH program must incorporate VAWC in the teaching-learning process.

**Research limitations/implications:** This imply that brochure helped the respondents to have an in-depth understanding of the topic. This proves that the brochure has a positive effect to raise awareness and to put an end on violence against women and children.

**Originality/value:** Brochure spread clear messages to the community that resulted to zero tolerance of all forms of violence. Brochure distribution had a significant impact of influencing people on some issues affecting them today and the future ahead. Other sectors of the government both public and private may implement another program to address this crisis.

**Keywords:** Violence Against Women and Children (VAWC), Kawit Cavite Gender and Development Phenomenological study

## TEACHING AND LEARNING – ALL SUBJECTS

### ACADEMIC PERFORMANCE OF LEARNERS IN CLUSTER 1 ELEMENTARY SCHOOL IN TRECE MARTIRES CITY DURING REMOTE LEARNING SCHEME: BASIS FOR MODIFIED LEARNING RECOVERY PLAN

TMC-AR-TL-ALL-4-22

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**Purpose:** This study was conducted to probe on the academic performance of learners in Cluster 1 during the remote learning scheme for school year 2021-2022 in order to properly address the identified learning loses and learning gaps and give school heads a research based technical assistance in the modification needed in a Learning Recovery Plan

**Design/methodology/approach:** This study employed the frequency count, percentage and ranking of academic performance of learners by grade level and by learning areas. The researcher utilized the internet via Google and other data collection method

**Findings:** The results of this study revealed the learning areas were pupils performed well The over-all results revealed the top three learning areas where most number of learners did not performed well and belonged under Fairly Satisfactory.

**Research limitations/implications:** The results of this study were used as the basis of school heads in the preparation of the appropriate activities for modifications

in the Learning Recovery Plan and to address the identified learning losses and learning gaps. The data used in this study was the results of LOA for 4th quarter under Fairly Satisfactory and those who did not performed well.

**Originality/value:** Give technical assistance to school heads in crafting the appropriate modification in Learning Recovery Plan to guide teachers to address learning losses and gaps

**Keywords:** academic performance, recovery, remote learning scheme

### **ACTION RESEARCH ON THE EFFECTIVENESS OF PROJECT SAGIP (STAKEHOLDERS ACTIVELY GIVING INTERVENTIONS TO PUPILS) TO NLPA LEARNERS**

SIL-AR-TL-ALL-8-22

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**Purpose:** Project SAGIP is a teacher-researcher endeavor that aims to reach out the learners who dropped out of school during the school year 2019-2020. The purpose is to benefit the learners, increase the school enrolment and strengthen the relationship with the stakeholders. This project encourages individuals to return to school with the help and support of stakeholders, local governments, and other school stakeholders.

**Design/methodology/approach:** Through the LIS (Learner Information System), the teacher-researcher identified the 38 learners, combination of 25 males and 13 females, who stopped attending school and were listed to NLPA (no longer participating to learning activities) for the said school year and found out the reasons why they stopped. Data about the causes of school dropout were collected using questionnaires given to the learners and/ or their guardians. Data were analyzed using descriptive statistics. The teacher-researcher tabulated the data collected.

**Findings:** The research findings indicated that majority of the learners were male, from kinder, who went to school through public utility jeepney, with their parents and/or guardians working but the financial income is not enough to support the whole family. Financial issues at home, financial instability, had to work for self and family, illness or disease were the main causes of school dropout.

**Research limitations/implications:** Access to the concerned dropped out learners, especially if they already moved out of the place. Availability of stakeholders is also outside of the researcher's control.

**Originality/value:** The teacher researcher believes that this initiative is of great impact to the development of school, its learners, and stakeholders.

Stakeholders' active participation and involvement in school. And ensuring that "no one will be left behind".

**Keywords:** NLPA learners, dropout, project SAGIP

**ADAPTABILITY OF G10 STUDENTS OF EMILIANOTRIA TIRONA MEMORIAL NATIONAL INTEGRATED HIGH SCHOOL**

KAW-BR-TL-ALL-50-22

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**Purpose:** The present situation of the COVID- 19 pandemic and its effect to the educational system in the Department of Education prompted the researcher to conduct this study to find out the adaptability of the Grade 10 students of Emiliano Tria Tirona Memorial National Integrated High School to the Modular Distance Learning Modality (MDL).

**Design/methodology/approach:** The participants of the study were the 726 Grade 10 students under modular distance learning modality. Purposive sampling was employed to select the participants. This study was descriptive in nature and a survey method was utilized. To determine the adaptability level of the Grade - 10 MDL learners, The Adaptability Scale (Martin, Nejad, Colmar, & Liem, 2012) was used. Survey questionnaires were distributed and retrieved during the schedule of learner's kit distribution of the Grade 10 students.

**Findings:** The adaptability level of the Grade 10 ETTMNIHS students under the modular distance learning is 3.86 which means that the adaptability of the MDL students is high. For the adaptability level of the modular students under cognitive behavioral factor, item no. 3 revealed that they can adjust their thinking expectations to assist them in the new situation if necessary. Also, modular students strongly agreed that they were able to seek out new information, through the help of people or useful resources to effectively deal with new situations.

**Research limitations/implications:** This study is limited only to correlation of adaptability of the 726 modular students to their affective and behavioral factor.

**Originality/value:** Global pandemic adaptations must be made to each locality thereby requiring local measurements of adaptability of learners to modular distance learning.

**Keywords:** adaptability, behavioral factor, cognitive factor, Modular Distance Learning

## ASSESSMENT ON THE TEACHING PERFORMANCE OF TEACHERS ON MODULAR LEARNING MODALITY IN THE NEW NORMAL IN THE DISTRICT OF TRECE MARTIRES CITY

TMC-BR-TL-ALL-67-22

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**Purpose:** The purpose of this study is to assess the teaching performance of Trece Martires City Elementary Teachers during the implementation of modular distance learning.

**Design/methodology/approach:** the researchers employed a quantitative approach in interpreting the data gathered.

**Findings:** Based on the results of the study it can be concluded that teachers need more training on the implementation of modular distance learning specifically on the indicators that they rated low. The school has also to strengthen the involvement of learning facilitators, parents, and guardians to participate in any interventions or other school-initiated activities that can promote to increase the learning performance of pupils. It was also recommended that the school heads have to invest in school facilities that can address the needs of teachers and learners to establish better communication to relay immediate instructions and information to learners, learning facilitators, and guardians. Among the recommended school facilities are public internet connections, radio, and other communication devices, facilitating or send teachers to trainings on implementing distance learning

**Research limitations/implications:** This study was strictly participated by elementary school teachers and school heads for the school year 2020-2021

**Originality/value:** This study is to assess the teaching performance of teachers in the new normal. This study aimed to help provide technical assistance during the conduct of modular distance learning.

**Keywords:** modular distance learning, distance learning, new normal

## AVENUE TO SUCCESS: ESSENTIALITY OF PARENTAL INVOLVEMENT IN THE NEW NORMAL EDUCATION AMONG GRADE 11 STUDENTS

TAN-BR-TL-ALL-17-22

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**Purpose:** The purpose of this study was to examine the impact of parental involvement on the academic and behavioral performance of Grade 11 students.

**Design/methodology/approach:** A mixed-method research design was employed, utilizing a survey questionnaire and interviews. The study aimed to determine the academic achievement and behavioral performance of students



with involved and uninvolved parents, as well as the perceptions of teachers regarding student performance. Descriptive statistics were used to analyze the data, indicating the frequency and percentage of academic achievement among students with involved and uninvolved parents. Grade 11 advisers were the focus of the study.

**Findings:** The questionnaire results demonstrated the importance of parental involvement in various aspects. Students with involved parents were found to have better interactions with their peers and a positive attitude toward education, leading to improved academic and behavioral performance. The interview responses supported these findings, with teachers reporting that students with involved parents displayed higher motivation, participation, performance, and submission of assignments. Conversely, students with uninvolved parents exhibited lower behavioral performance and tended to cause more problems.

**Research limitations/implications:** The study utilized a data-gathering instrument based on a previous study by Kimberly Akimoff (1996), consisting of a survey questionnaire and interview questions. The questionnaire focused on teacher perceptions of parental involvement, while the interview questions aimed to provide a comprehensive understanding of how teachers perceive the impact of parental involvement on student success.

**Originality/value:** This study contributes to the understanding of how teacher perceptions of parental involvement affect the academic and behavioral performance of students. It highlights the importance of encouraging parent involvement in the classroom.

**Keywords:** Parent involvement, Academic performance, Behavioral performance.

## **BALIK F2F: SATISFACTION, OPPORTUNITIES AND CHALLENGES OF A GRADUAL TRANSITION FROM DISTANCE LEARNING TO LIMITED FACE-TO-FACE EDUCATION IN SCHOOLS REOPENING AS PERCEIVED BY STUDENTS**

ROS-BR-TL-ALL-45-22

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**Purpose:** The purpose of this study is to determine the level of satisfaction of the students in order to improve the quality and process of education now that it has been back to F2F mode of delivery. Also, this study is used to address the challenges and changes experienced by the students and teachers.

**Design/methodology/approach:** Convenience sampling was observed. The participants of the study are the 20 students from grade 8 level and 5 teaching personnel. The research instrument used in this study is survey questionnaire adapted from Online Learning/Distance Education Questionnaire Fall Term 2003. The research utilized the mixed-method in order to analyze the responses of the students using the Five-point Likert Scale in determining the challenges and



opportunities in Distance Learning delivery modality as perceived by the Grade 8 students. Also, same analysis technique was done to their responses on their level of satisfaction in Distance Learning Modality or Face-to-Face Learning Delivery. The data were gathered and tabulated.

**Findings:** One of the major difficulties they encountered is the utilization of internet as most of them, especially those who are studying in public, do not have an internet connection at home. That is why, it became so difficult for them to cope with the lessons. Thus, they preferred face-to-face classes. This study recommends that in the full-blast implementation of Face-to-Face Classes in schools, the practices that were applied in distance education whether it is online or modular must still be applied now in F2F classes.

**Research limitations/implications:** This study is to determine the challenges, opportunities and satisfaction of the students under the blended-learning modality with the combination of Limited Progressive Face-to-Face classes and Printed Modular Distance Learning Modality. The focus of this study is the students from grade 8 level under PMDL and Limited and Progressive F2F of Rosario National High School.

**Originality/value:** This research is relevant in creating appropriate and suitable Budget of Work aligned with the practices conducted during the new normal education.

**Keywords:** Full-blast face-to-face classes, distance learning

### **CHALLENGES AND BARRIERS TO MODULAR LEARNING IN THE TIME OF COVID-19: A SCHOOL-BASED SURVEY FOR STUDENTS IN EUGENIO CABEZAS NATIONAL HIGH SCHOOL**

TMC-BR-TL-ALL-21-22

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**Purpose:** The researchers aimed to identify and describe the challenges and barriers encountered by the students in modular learning.

**Design/methodology/approach:** This study utilized quantitative research design. The respondents were selected using convenience sampling technique. The researchers sent out an electronic survey via google forms to students. This study was conducted during June of 2022 using validated survey questionnaire.

**Findings:** The results revealed that the students considered themselves physically and mentally capable of engaging in modular learning. It also showed that they experienced individual, domestic, and community barriers except institutional barriers.

**Research limitations/implications:** The study was limited on the foregoing variables.

**Originality/value:** Its contribution was the novel initiative to ascertain the challenges and barriers encountered by the students in modular learning, as well



as probing into the capacity of students for modular learning. The results provide a holistic perspective on the experiences of students during modular learning.

**Keywords:** Modular Learning, Individual Barriers, Domestic Barriers, Institutional Barriers, Community Barriers

### **CORRELATION BETWEEN THE READING LEVEL OF THE STRUGGLING READERS AND THEIR HOME FACILITATORS: BASIS FOR A SCHOOL-COMMUNITY READING PROGRAM**

TAN-BR-TL-ALL-48-22

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**Purpose:** This study aimed to determine the correlation between the reading level of the struggling readers in Amaya School of Home Industries SY 2021-2022, and their home facilitators which served as basis in designing a school-community reading program.

**Design/methodology/approach:** This quantitative study used descriptive research design. Purposive random sampling was utilized. Pre-determined reading clients from the existing reading projects of the school across all learning areas and their home facilitators were participants of this study. Assessment scores were analyzed by getting the weighted mean and mean percentage score (MPS). On the other hand, Pearson R correlation was utilized to determine the correlation between the reading level of the struggling readers and their home facilitators.

**Findings:** The result shows that P value is 0.034. This implies that there is a significant positive correlation between the reading level of the struggling readers and their home facilitators.

**Research limitations/implications:** This study is limited only to the participants from the combined clienteles of the department-initiated reading projects of Amaya School of Home Industries for SY 2021-2022 identified as struggling readers. It also included their home facilitators who were also their reading facilitators. It focuses only on determining if there is a correlation between their reading levels. The result implies that there is a need for a school reading program that will cater not only the struggling readers of the school but also their home facilitators who are considered stakeholders and significant members of the community.

**Originality/value:** The idea of designing a reading program that will both serve the school and the community it belongs to is exceptional. Moreover, the result and findings of this study proved that there is really a need to reach out to the people through a community-responsive reading program.

**Keywords:** school-community reading program, reading projects, home facilitators, community-responsive

## EMERGING LEARNING INTERVENTIONS HAIL FROM LOA RESULTS: BASIS FOR COACHING AND MENTORING MECHANISM

TMC-BR-TL-ALL-20-22

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**Purpose:** This study analyzed the Learning Outcome Assessment (LOA) results of the key stage two in all learning areas in quarter three and the learning interventions given by the teachers to address the learning gaps.

**Design/methodology/approach:** This research utilized the descriptive-comparative research design. The quantitative part represents the Learning Outcome Assessment (LOA) of the stage two in all learning areas in quarter three and the descriptive assessment on the identified learning intervention strategies in the new normal. Total enumeration sampling in selecting the participants from grade 4-6 teachers.

**Findings:** Findings of the study on the LOA results of the key stage two in all learning areas in quarter three showed that all the learning areas were Moving Towards to Mastery. The grade four level – Filipino subject got the lowest MPS (78%) followed by English, Science, and MAPEH with 79%MPS. In Grade Six Level – Science subject having the lowest MPS (78%) and the following learning areas got 79%MPS: English, Mathematics, and Araling Panlipunan. The identified least mastered skills with 74%MPS is Filipino subject from grade four-six levels. Likewise in English and Mathematics grade five. Since all the learning areas were Moving Towards Mastery, interventions given by the teachers is to provide additional and differentiated activities to the learners.

**Research limitations/implications:** The study focused on the LOA results, least mastered skills and interventions given by the teachers.

**Originality/value:** Proposed an FGD, LAC session to the Teachers in giving Interventions, Mentoring and Coaching Mechanism.

**Keywords:** Learning Outcome Assessment, Intervention, Least Mastered Skills

## EMOTIONAL INTELLIGENCE AND ACADEMIC MOTIVATION AMONG MDL GRADE 11 SENIOR HIGH SCHOOL STUDENTS IN PUBLIC SCHOOLS OF TRECE MARTIRES CITY: BASIS FOR INTERVENTION PROGRAM

TMC-BR-TL-ALL-49-22

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**Purpose:** The purpose of this study was to determine the level of the student's emotional intelligence in terms of self-awareness, managing emotions, motivating oneself, empathy, and social skill; determine the level of the student's academic motivation; and determine the association or relationship between the academic motivation and emotional intelligence of the students.

**Design/methodology/approach:** The researchers used the correlational research design. The statistical treatments applied to the data were the weighted mean and the Chi-Square test. The researchers used a Google form composed of 74 questions. It was given to 200 respondents with their consent.

**Findings:** Results of the study shows that the students' emotional intelligence in terms of self-awareness, managing oneself, managing emotions, empathy and social skill have weighted means of 3.35, 3.48, 3.45, 3.58, and 3.64, with general weighted mean of 3.50 that is interpreted as usually applies. The students' academic motivation is 4.05 which is an average value. The study also revealed that there is a significant relationship between the academic motivation and emotional intelligence of the students.

**Research limitations/implications:** The study focused on the emotional intelligence of the students and how it affects the academic motivation of the MDL students of Trece Martires City. This study implies that MDL students' emotional intelligence levels contribute to their academic motivation.

**Originality/value:** The results of the study could be used as basis for creating a program that strengthens the academic motivation of the students even in this time of pandemic.

**Keywords:** emotional intelligence, academic motivation, modular distance learning, new normal, pandemic

## **ENHANCING READING COMPREHENSION THROUGH PROJECT DREAM TO GRADES II AND III PUPILS OF KAYTAPOS ELEMENTARY SCHOOL**

IND-AR-TL-ALL-50-22

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**Purpose:** Reading is an important tool in helping us find and convey information. Love for reading can widen a child's vocabulary growth and even enhances their comprehension. At a very young age, one must develop their reading skills to help understand things around them. While learners were encouraged to read, we, teachers should motivate them and use different strategies for them to succeed. The aim of this study is to test whether the use of Project DREAM strategies enhances reading comprehension in Grades II and III pupils of Kaytapos Elementary School.

**Design/methodology/approach:** This study is a basic research. Pre- and post-tests of the students were used in this study. The researchers used different strategies that are included in Project DREAM such as word-level study, metacognitive assessment instruments and think-aloud to teach and test the respondent's reading comprehension. Reading Profile of the learners were used to analyze progress among the respondents.

**Findings:** The analysis of the researchers shows that Think-aloud strategy is the most efficient way to enhance reading skills of Grades II and III pupils of Kaytapos

Elementary School as shown in the Reading Profile in Annexes. However, the other strategies such as Word-level study and metacognitive assessment instruments are also effective but with little impact on pupil's improvement in their reading skills.

**Research limitations/implications:** The researchers finally concluded that the strategies included in Project DREAM are of big help to enhance the reading comprehension of the Grades II and III pupils of Kaytapos Elementary School. These strategies can be used and added by teachers in improving their lesson plans as well as the head of the school in the development and improvement of the curriculum.

**Originality/value:** The strategies that are included in Project DREAM can be use both by the learners of Grades II and III as well as the teachers. This study may use to enhance the curriculum.

**Keywords:** Kaytapos, DREAM, enhance, comprehension

### EXPERIENCES, CHALLENGES, AND COPING MECHANISMS OF GRADE 1 PARENTS IN BAGBAG II ELEMENTARY SCHOOL AS HOME LEARNING FACILITATORS IN THE NEW NORMAL

ROS-BR-TL-ALL-10-22

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**Purpose:** The study aimed to determine the experiences, challenges, and coping mechanisms of grade one parents as Home Learning Facilitators during the pandemic. The experiences, challenges, and their coping mechanisms will be used as basis for support to the school for the academic needs of learners in this new normal education.

**Design/methodology/approach:** The study employed a semi-structured interview among 30 respondent parents as Home Learning Facilitators.

**Findings:** The findings revealed that the parents' experiences and challenges as Home Learning Facilitators during the Modular Distance Learning gave way on the best coping mechanisms they could use in enriching their children's knowledge, skills and other academic needs.

**Research limitations/implications:** The study focused on using parents' own experiences and challenges and coping mechanisms as their guides in providing their children's teaching and learning needs. The result of the study can be used as support program for the school's future problems in teaching, learning and enrollment drop-out rate.

**Originality/value:** The findings and conclusions served as basis in using the most appropriate coping mechanisms for parents to help and teach their children in their academic needs.

**Keywords:** Experiences, Challenges, Coping Mechanisms, Home Learning Facilitators, New Normal

**FACTORS AFFECTING ENROLLMENT IN CLUSTER 1 IN THE DISTRICT OF TRECE MARTIRES CITY S.Y. 2021-2022: BASIS FOR AN INTERVENTION PROGRAM**

TMC-BR-TL-ALL-3-22

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**Purpose:** The pandemic affected the number of enrollees in the entire country. Even in Cluster 1 in the District of Trece Martires City. This study generally aimed to determine the factors affecting enrollment in Cluster 1. The findings of this research were used as a basis for an intervention program.

**Design/methodology/approach:** The data was gathered using the AGAP and year-end report of each school in Cluster 1, namely: Aliang Elementary School, Conchu Elementary School, De Ocampo Elementary School, Osorio Elementary School, and Trece Martires City Elementary School.

**Findings:** The study revealed that the two factors affecting enrollment in Cluster 1 Were learners' migration and No Longer Participating in School Activities. The Learners' Migration consisted of 48 learners or 39.67%. It was 0.73% of the population of Cluster 1 in the District of Trece Martires City. However, the number of learners engaged in No Longer Participating in the School Activity (dropout) was 73 learners or 60.33%. It was 1.11% of the entire population of Cluster 1 in the District of Trece Martires City. Generally, 121 learners moved out from the Cluster 1 schools in the District of Trece Martires City. It was 1.83% of the entire population in Cluster 1.

**Research limitations/implications:** This study focused on the Factors affecting the enrollment of Cluster 1 in the District of Trece Martires City.

**Originality/value:** To maintain a good number of enrollees, the Department of Education or every school must have a program that will reach out to the learners who are at risk of dropping out or empowering the KALINGA program.

**Keywords:** Enrollment, Cluster, Migration, Dropout, Empower

**GEA-BIS STUDENTS' PERCEPTION IN GOOGLE CLASSROOM UTILIZATION IN ALL LEARNING AREAS**

GEA-BR-TL-ALL-18-22

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**Purpose:** The goal of this study is to find out what students think about using Google Classroom in Gen. Emilio Aguinaldo-Bailen Integrated School.

**Design/methodology/approach:** The researcher used questionnaire as the instrument to find the result of the study. Students' responses would be measured using a questionnaire adapted from Shaharaneet et al. (2016), with the internet self-efficacy scale produced by Eastin & LaRose serving as a reference. Theh

method used in this research has a quantitative design since the study data is in the form of numbers and the data is analyzed using statistics.

**Findings:** This research shows that in general, students Of Gen. Emilio Aguinaldo-Bailen Integrated School felt that accessing Google Classroom is easy ( $\bar{X} = 3.63$ ), Google Classroom perceives usefulness ( $\bar{X} = 3.76$ ), Google Classroom makes their communication and interaction easier and comfortable ( $\bar{X} = 3.52$ ), and students feel satisfied with Google Classroom ( $\bar{X} = 3.89$ ). The result of this research shows that Google Classroom is useful and helpful for the students, and they felt satisfied with Google Classroom.

**Research limitations/implications:** The problem's limitation is focused on how students' responses to the use of Google Classroom at Gen. Emilio Aguinaldo-Bailen Integrated School. The researcher employed Shaharane et al questionnaire in this study. This research utilized 136 students in Gen. Emilio Aguinaldo-Bailen Integrated School.

**Originality/value:** The study conducted helped the students use the Google classroom effectively in terms of ease of access, perceived usefulness, communication and interaction, and satisfaction.

**Keywords:** Google Classroom, Online Learning, Learning Media, E-learning Delivery

### IMPACT OF ICT E-COACHING ON THE ICT LITERACY AMONG KS2 PUPILS OF HUGO PEREZ ELEMENTARY SCHOOL

TMC-AR-TL-ALL-19-21

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**Purpose:** The purpose of this research is to examine the impact of ICT E-coaching on the ICT literacy of KS2 pupils at Hugo Perez Elementary School Main. The study aims to empower pupils in their use of ICT and increase their ICT literacy, which is essential in the context of distance learning during the pandemic.

**Design/methodology/approach:** The study utilizes a descriptive research design conducted at Hugo Perez Elementary School. A questionnaire was used to collect pretest and posttest data, allowing for a quantitative analysis of the impact of E-coaching on the ICT literacy of KS2 pupils.

**Findings:** The results demonstrate a statistically significant difference between the pretest mean and posttest mean, indicating that E-coaching has a positive impact on the ICT literacy level of KS2 pupils. The success of localized E-coaching at Hugo Perez Elementary School suggests its potential for implementation in other schools to enhance pupils' ICT literacy.

**Research limitations/implications:** It is important to note that this study focused on KS2 pupils and did not include the primary level. The duration of the study varied based on respondent availability and researcher constraints. However, the study's simplicity and localization make it easy to implement in other settings.

**Originality/value:** The COVID-19 pandemic has greatly affected education, requiring innovative solutions for teaching and learning. ICT literacy has become crucial for pupils to access information, collaborate, and communicate effectively. The findings highlight the positive impact of E-coaching on the ICT literacy of KS2 pupils and suggest its potential as a solution for pupils across different grade levels.

**Keywords:** ICT literacy, E-coaching, Distance learning, Pandemic, Education modernization.

**IMPACT OF SEMINAR ON MANIPULATIVE SKILL IN USING GADGETS TO GRADE 10 MAHOGANY STUDENTS OF EMILIANO TRIA TIRONA MEMORIAL NATIONAL INTEGRATED HIGH SCHOOL.**

KAW-AR-TL-ALL-53-22

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**Purpose:** This research study will determine the Impact of Seminar on Manipulative Skill in Using Gadgets to Grade 10 Mahogany Students of Emiliano Tria Tirona Memorial National Integrated High School.

**Design/methodology/approach:** Purposive sampling approach was applied. Choosing one section of the Grade 10 students. Pretest and Post test was given before and after the seminar. Statistical analysis is done with Two Sample t test.

**Findings:** On the submissions between August 22 to September 22 and October 5 to November 5 the average submissions of students gained a mean difference of 2.56. With the critical value of  $t = 1.98$  the absolute computed value of  $t$  from the submissions academic requirements is 12.05. This value falls in the rejection region of normal distribution which means we reject the null hypothesis and accept the alternative hypothesis that there is a significant difference between the submissions August 22 to September 22 and October 5 to November 5. The  $p$  value of 7.87 indicates that there is unlikely chance extreme sampling variation. There was a 32 % increase in the submission of academic requirements from August to September towards October to November proving the effectiveness of the seminar.

**Research limitations/implications:** The research was done within ETTMNIHS with Grade 10 Students.

**Originality/value:** Globally used applications on google is experience in the classroom setting that makes the learning globally competitive.

**Keywords:** Gadget Manipulations, Google Apps, Submissions.



**KALIGRAPIYA TUNGO SA KAGALINGANG KURSIBO NG KABATAAN (PROJECT KKK): ENHANCING CURSIVE WRITING SKILLS THROUGH CALLIGRAPHY WORKSHOP OF SELECTED GRADE 3 PUPILS OF LABAC ELEMENTARY SCHOOL SY 2022-2023**

NAI-AR-TL-ALL-3-22

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**Purpose:** This research aimed to determine the impact of conducting calligraphy workshop in enhancing the cursive writing skill levels on selected grade three pupils in Labac Elementary School, SY 2022-2023.

**Design/methodology/approach:** The participants of the workshop received a calligraphy writing kit consists of calligraphy pads, calligraphy practice sheets, brush pen, eraser and pencil. The workshop lasted up to 30-45 minutes per session. The researchers provided video presentations and actual demonstration to the participants of the study. The calligraphy workshop started on the second week of the first quarter and ended before the on the last week of the same quarter. Teacher advisers have identified the cursive writing skill level of the selected grade three pupils before and after the conduct of Calligraphy workshop using the cursive writing assessment tool.

**Findings:** Results showed that cursive writing workshop enhance the cursive writing skill level of the grade 3 pupils of Labac Elementary School. There was a significant difference between the cursive writing level of the grade 3 pupils before and after the conduct of calligraphy workshop.

**Research limitations/implications:** The study focused on enhancing the cursive writing skill level of grade 3 pupils of Labac Elementary School through the use of calligraphy workshop. The intervention was part of the respondents' POWER-IT-UP activity.

**Originality/value:** The researchers of the study have conducted a calligraphy workshop using the researchers-made calligraphy practice sheets. The researchers also conducted calligraphy demonstration and gave each respondent a calligraphy practice sheets which enhanced the respondents' cursive writing skill level. The session was done 30 minutes after class as part of their POWER-IT-UP activities.

**Keywords:** Calligraphy Practice Sheets, Cursive writing skill level, calligraphy workshop



## **LEARNING ASSESSMENT OF SAN JOSE COMMUNITY HIGH SCHOOL SHS-TVL TRACK STUDENTS FOR THE SECOND SEMESTER SY 2021-2022 UNDER THE LIMITED FACE-TO-FACE LEARNING MODALITY**

GMA-BR-TL-ALL-1-22

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**Purpose:** This study sought to determine the learning levels of SHS-TVL students of SJCHS for the second semester of SY 2021-2022 under the Limited Face-To-Face Learning Modality.

**Design/methodology/approach:** Applying the Total Enumeration Sampling Technique, this research involved 130 students. The researcher utilized the students' grades that were encoded by class advisers in the Learning Information System (LIS) and used the Quantitative Research Approach.

**Findings:** The findings of the study are as follows : (1) For SHS-TVL Grade 11 students' subjects, PE 2 garnered the highest average while Physical Science had the lowest average; (2) Work Immersion subject garnered the highest average while Entrepreneurship and Hairdressing subjects got the lowest average among the SHS-TVL Grade 12 students; (3) On the levels of learning of SHS-TVL Grade 11 students, Travel Services section obtained the highest average while Hair Dressing section got the lowest average; (4) Computer Systems Servicing section obtained the highest average among the specializations of SHS-TVL Grade 12 students, while Front Office Services section got the lowest average.

**Research limitations/implications:** This study only focused on the learning assessment of SHS-TVL students in SJCHS for the second semester of School Year 2021-2022.

**Originality/value:** This research paper is the first of its kind study conducted in SJCHS under the Limited Face-To-Face Learning Modality. The results shall serve as bases for the school-based intervention strategies to be employed by teachers in the hope of achieving effective learning.

**Keywords:** Learning Assessment, Levels of Learning, Limited Face-To-Face Learning Modality

## **LEVEL OF LEARNING GAPS OF SENIOR HIGH SCHOOL STUDENTS IN MODULAR DISTANCE LEARNING**

IND-BR-TL-ALL--39-22

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**Purpose:** Different levels of learning gaps in knowledge, skills, and communication were identified due to modular distance learning.

**Design/methodology/approach:** The researchers used a descriptive research design and randomly stratified techniques in selecting the senior high school

students at Lumampong Integrated National High School. The 4-level Likert scale indicates the different levels of learning gaps in knowledge, skills, and communication, wherein 1 signifies Strongly Agree, 2 for Agree, 3 for Disagree, and 4 for Slightly Disagree.

**Findings:** Grade 11 students accumulated a mean of 2.96 in the knowledge learning gap, 3.0 for the skills learning gap, and 2.94 for the communication learning gap. Grade 12 students got a mean of 2.93 on the knowledge learning gap, 3.07 on the skill learning gap, and 2.98 for the communication learning gap. Hence, this shows that Grade 11 students have more learning gaps in knowledge, and Grade 12 students need more development in skills and communication. Furthermore, both Grade 11 and 12 students lack skills.

**Research limitations/implications:** This research only identifies the different levels of the learning gap present during modular distance learning and not the reason behind it.

**Originality/value:** Upon knowing the levels of learning gap of the students, teachers should focus more on skills development while gaining the mastery of knowledge and communication ability of the learners.

**Keywords:** Learning gap, knowledge, skills, and communication.

### LEVEL OF PARENTAL INVOLVEMENT IN LIMITED FACE-TO-FACE LEARNING TO THE ACADEMIC PERFORMANCE OF GRADE 7 STUDENTS OF BAGBAG NATIONAL HIGH SCHOOL

ROS-BR-TL-ALL-44-22

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**Purpose:** This study sought to ascertain the level of parental involvement in the students' learning process, as well as whether there is a significant relationship between the level of parental involvement and academic performance of Grade 7 students enrolled in limited face-to-face classes or in-person learning in the New Normal.

**Design/methodology/approach:** This study focused on the correlational method between the level of parental involvement and the academic performance of Grade 7 students under Limited Face-to-Face Learning. The respondents were the parents/guardians of the Grade 7 students in the municipality of Rosario in Cavite during the academic year 2022-2023. In this study, a survey was conducted using a tool that was modified from work by Hoover-Dempsey and Sandler (2005) – the Hoover-Dempsey and Sandler's Parental Involvement Mechanisms Instrument including the four factors which are parent reinforcement, parent modeling, parent encouragement, and parent instruction. Questions from the original Hoover-Dempsey and Sandler survey that had no bearing on direct involvement in the classroom were removed. All of the survey's questions were graded on a 5-point Likert scale, from always (five) to never (one).



**Findings:** The findings demonstrated a strong correlation between parental involvement, which was assessed as "high" by the respondents, and academic performance, with the majority of students falling into the "Satisfactory" category. The results also indicated a strong correlation between parental involvement and a child's academic achievement.

**Research limitations/implications:** The research is solely focused on limited face-to-face learning, whereas the transition already happened when the advent of full blast face-to-face classes was implemented.

**Originality/value:** In modern research, we can find literatures regarding parental involvement in full face-to-face school involvement and even in virtual schooling but there is little to none about the new set up for limited face to face classes or somehow called hybrid education. Since, we are gearing towards the reset of the limited face to face classes, it is notable also to determine the impact that will happen to the academic performance of students now that the transition of support from full-parent involvement at home to parent involvement while the students now are set again to fully study at school.

**Keywords:** Parental Involvement, Academic Performance, Limited Face-to-Face Learning

### **MUSLIM LEARNERS' PARENTS AND GUARDIANS AND THEIR INVOLVEMENT IN THEIR CHILDREN'S EDUCATION: INPUT FOR ENHANCED ALIVE INSTRUCTION**

NAI-BR-TL-ALL-41-22

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**Purpose:** The main purpose of this study is to assess the level of parental involvement of Muslim learners' parents and guardians in their children's education. This also aimed to determine the areas of collaboration so as to improve ALIVE instruction through parental involvement.

**Design/methodology/approach:** This study used a descriptive survey design. This research sought to solicit information by asking respondents through a survey that utilized a Likert scale.

**Findings:** The results of this study suggested that the parents find it hard to find time to monitor their children's progress in attending the ALIVE classes. This is also the main reason why the communication between the Muslim parents/guardians and the ALIVE teachers and coordinator showed some weakness.

**Research limitations/implications:** The study limited its coverage on the involvement of 60 parents/guardians of 91 elementary Muslim learners in the Municipality of Naic for School Year 2022-2023.

**Originality/value:** The teachers tell anecdotes about how the parents of Muslim learners have less involvement in the school community and their children's education as a whole. This research assessed this and provided concrete data. This data in turn could serve as a basis for proposing and implementing projects

and/or programs that would promote improved parental involvement among the Muslim parents/guardians.

**Keywords:** Madrasah Education Program (MEP), Parental Involvement, ALIVE Instruction

**ONLINE AND MODULAR DISTANCE LEARNING EXPERIENCES OF ETTMNIHS JUNIOR HIGH SCHOOL STUDENTS DURING THE COVID-19 PANDEMIC: ADVERSITIES, LEARNINGS AND WAYS FORWARD**

KAW-BR-TL-ALL-18-22

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**Purpose:** This study aimed to determine the essence of online and modular distance learning experiences of ETTMNIHS junior high school students in terms of challenges and learnings and propose plan of action based on its findings.

**Design/methodology/approach:** The study utilized purposive random sampling in selecting the 30 participants. Specifically, 10 from each grade level – 8, 9 and 10 under ODL and MDL modality. They were given a questionnaire containing queries about their learning experiences at the time of pandemic. The researchers analyzed the data using Giorgi's five steps of phenomenological analysis. Themes that emerged from these learning experiences are then identified by the researchers.

**Findings:** Four themes were elicited from the learning experiences of students in terms of challenges – Cognitive, Technological, Socio-Emotional and Economic. Almost similar themes surfaced in terms of students' learning and classified in accordance with the specific domain of learning experiences – Cognitive, Social, Emotional and Adversity Skill. Based on the participants' accounts the researchers were able to propose teacher's plan of action which they can consider while planning their instruction in the face-to-face learning set-up.

**Research limitations/implications:** The study was limited to 30 randomly selected students of ETTMNIHS junior high school enrolled under ODL and MDL modality during the SY: 2020-2021 and SY: 2021-2022.

**Originality/value:** This study identified themes from the ETTMNIHS students' learning experiences in terms of both challenges and learning. Thus, teachers may use the researchers' suggested plan of action in designing their instruction in the face-to-face learning set-up.

**Keywords:** online, modular, learning experiences, challenges, plan of action

## ONLINE GAMING AND EMOTIONAL SATISFACTION OF SELECTED GRADE 5 PUPILS

NAI-BR-TL-ALL-31-22

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**Purpose:** This study aimed to determine the significant relationship between online gaming and the emotional satisfaction of selected Grade 5 pupils of Bucana Sasahan Elementary School in S.Y. 2021-2022.

**Design/methodology/approach:** The researchers designed a correlational study that used an adapted Likert scale-questionnaires to identify the gaming profile of the pupils and measure their emotional satisfaction based on the given components. Purposive sampling was used to select the respondents. Results were analyzed using frequency, standard deviation, mean, and point biserial correlation.

**Findings:** In terms of gaming profile, this study was composed of Low-profile gamer which favored most on personal gratification as their emotional satisfaction component. Results of this study showed that online gaming and emotional satisfaction have a weak positive relationship which means that as online gaming increases, emotional satisfaction also increases and vice versa, but this is only true for a limited number of cases.

**Research limitations/implications:** The study was limited to selected Grade 5 pupils of Bucana Sasahan Elementary School who played online games and had an internet connection at home. It included only three emotional satisfaction components. It suggested that future researchers can consider participants from other schools and the inclusion of other emotional satisfaction components.

**Originality/value:** This study could provide teachers a reference in making a more detailed action in crafting interactive and sustainable learning activities that could boost the emotional satisfaction of the learners and program/intervention for those considered to be high-profile gamers in guidance counseling.

**Keywords:** emotional satisfaction, online game, enjoyment, gratification

## ONLINE SELF-REGULATED LEARNING SKILLS AND ACADEMIC ACHIEVEMENT AMONG ODL STUDENTS IN THE DISTRICT OF TRECE MARTIRES CITY: INPUT FOR IMPROVED BE-LCP IMPLEMENTATION

TMC-BR-TL-ALL-54-22

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**Purpose:** This study aims to investigate the online self-regulated learning skills of students and its relationship to their academic achievement in the context of Open and Distance Learning (ODL).

**Design/methodology/approach:** A survey was conducted among 79 ODL students in Trece Martires City district using a two-part questionnaire. The Online

Self-Regulated Learning Questionnaire (OLSQ) developed by Barnard-Brak, Paton, & Lan (2010) was utilized to measure students' level of self-regulated learning skills. Students' academic achievement was assessed using their grade point average.

**Findings:** The results indicate that students generally possess effective self-regulated learning skills in the online learning environment. Additionally, the findings demonstrate that students have a high level of academic achievement. A significant moderate positive relationship was observed between students' self-regulated learning skills and their academic achievement.

**Research limitations/implications:** Despite the impending resumption of face-to-face classes, the researchers recommend enhancing students' online self-regulated learning skills. This skill remains crucial for success in online distance learning, which may still be a viable modality during future educational crises.

**Originality/value:** This study highlights the significance of self-regulated learning skills in the online learning context. Developing and optimizing these skills are essential for students to thrive in ODL, which has become an important mode of education, particularly during challenging times.

**Keywords:** Online self-regulated learning skills, academic achievement, Open and Distance Learning (ODL), Trece Martires City district.

## PARENTAL INVOLVEMENT, TEACHING STRATEGIES AND ACADEMIC PERFORMANCE OF GRADE 10 STUDENTS IN TIMES OF PANDEMIC

SIL-BR-TL-ALL-29-22

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**Purpose:** The purpose of this study was to examine the perceived parental involvement, perceived teaching strategies, and academic performance of Grade 10 students during the first quarter of the school year 2021-2022 and explore the relationships between these variables.

**Design/methodology/approach:** A quantitative descriptive-correlational research design was employed, and a sample of 191 Grade 10 students was selected using stratified sampling. Data were analyzed using frequency and percentages, mean and standard deviation, and Pearson-R correlation coefficient.

**Findings:** The findings indicated that the participants perceived high levels of parental involvement, with parents emphasizing the importance of education. The students also perceived their teachers' teaching strategies for independent learning as very satisfactory. In terms of academic performance, the Grade 10 students achieved satisfactory levels. The study revealed significant relationships between perceived parental involvement, perceived teaching strategies, and academic performance. The study was conducted at General Vito Belarmino



Integrated National High School, with data collection limited due to the pandemic.

**Research limitations/implications:** This study focused specifically on the Grade 10 students at General Vito Belarmino Integrated National High School during the first grading period of the school year 2021-2022. The findings highlight the importance of parental involvement and teaching strategies in shaping students' academic performance.

**Originality/value:** The study recommends that parents, teachers, and municipality officials collaborate to enhance the academic capabilities of students and strive for outstanding performance. By strengthening these partnerships, the educational outcomes of students can be further improved.

**Keywords:** Education, Parental involvement, Teaching strategies, Academic performance, Descriptive-correlational design.

### **PERCEIVED SMARTPHONE ADDICTIVENESS: LET-DOWN OF ACADEMIC PERFORMANCE OF GRADE 10 STUDENTS IN THE NEW NORMAL**

TMC-BR-TL-ALL-49-21

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**Purpose:** This study aims to determine the Smartphone Addictiveness Level of Grade 10 Students in Trece Martires City National High School and its correlation to their academic performance in the School Year 2020-2021.

**Design/methodology/approach:** The researchers asked permission to the principal of Trece Martires City National High School and to the respective advisers to conduct the study for Grade 10 Students in the School Year 2020-2021. As they had presented the letter, researchers sent Informed Consent to students and parents via Google form together with the informed consent is the questionnaire.

Using Slovin's Formula, they are 306 from 1,307 Grade 10 students served as sample for the study since the researchers used Quota Sampling. Mode was used to determine the demographic profile of the respondents, respondents' common Smartphone Application and their assessment in the length of using smartphone in a day.

**Findings:** As this revealed that most of the respondents are Male aged 16 years old and has 93 % as their academic performance whom who likely use Facebook, Mobile Legends and Wattpad for 1-2 hours a day and spent 3-4 hours in studying. Moreover, as the SPASS's Likert Scale was interpreted using its mean shown a result of 2.47 that shows Grade 10 students are Normal Users based in Arbitrary Scale. Lastly, Spearman's Rho was used to determine the correlation of respondents' Smartphone Addictiveness level to their academic performance. Whereas, the study revealed that there is a significant ( $p=0.037$ ) negative low correlation,



between their Academic Performance and Prone to Addiction with the use of Smartphone Applications.

**Research limitations/implications:** Consequently, the researchers recommends inclusion of Game-Based instructional materials in classroom discussion and a webinar every end of Grading Period that will relief student awareness in their smartphone addiction that could cause let-down in their academic performance.

**Originality/value:** With this, students will be aware of their actions towards their task in school activities. The study will contribute to the awareness of the level of smartphone addictiveness of not only students but also everyone who are using smartphone as this is an essential thing in the digital generation.

**Keywords:** Smartphone Addictiveness, Trece Martires City, Grade 10 Academic Performance, New Normal, Mobile Games

### PERCEPTIONS OF PARENTS/GUARDIANS ON BLENDED LEARNING MODALITY

ALF-BR-TL-ALL-10-22

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**Purpose:** The implementation of blended learning has resulted to different perceptions of parents. This study was conducted to analyze the perceptions of parents whose child is enrolled under the blended learning modality.

**Design/methodology/approach:** An online questionnaire was sent to the respondents. Three questions were answered with the use of mixed method. A 4-point Likert scale was used to assess the feedbacks of parents regarding the blended learning; its effectivity, presentation of lesson and parents' readiness. Thematic approach was used to analyze the challenges and the recommendations of parents regarding the modality.

**Findings:** The analysis and interpretation of data revealed that with the weighted mean of 3.31, parents strongly agree with the effectivity, presentation of the lesson and parents' readiness on blended learning modality. Among the challenges encountered, it was shown that internet connectivity is the highest challenge that parents encountered followed by the conflict to other household chores. Recommendation was all about switching back to face-to-face, securing connection, creating interactive discussion, fair opportunity, and setting schedule and time.

**Research limitations/implications:** The study covered the feedback, challenges and recommendation of 35 Grade 1 Magalang parents at Kaytitinga Elementary School for the School year 2021-2022.

**Originality/value:** This research assessed the perception of parents regarding the blended learning modality. The results of this will be discussed to teachers as basis for improvement and adjustment to future learning modalities. It supports the fact that the cooperation of parents and teachers is very vital in learners education.



**Keywords:** challenges, recommendation, blended learning

**PROJECT GAMES: GAME-BASED APPROACH TO MASTER LEARNING COMPETENCY AND ENHANCE STUDENTS' ACADEMIC PERFORMANCE**

NAI-AR-TL-ALL-1-22

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**Purpose:** This study aims to determine the impact of using game-based activities in improving students' academic performance in Science 10.

**Design/methodology/approach:** Game-based approach in teaching is utilized by a science teacher who presents, discusses lesson using games. A pre-test is given to Grade 10 students before the start of the session. A game-based activity is used to motivate the students, followed by a discussion using a simulator website and an assessment, also serve as the post-test, in the form of a game in a PowerPoint presentation is administered. The analysis revealed a significant difference between the pre-test and post-test scores.

**Findings:** The result is significant at  $p < .05$ . It is feasible to conclude that a game-based approach has a positive impact on academic performance in science.

**Research limitations/implications:** Future research might address the two main limitations of this study. First, only science subjects were examined in the study. Lastly, the study only included students in Grade 10 as participants.

**Originality/value:** This study introduced an innovative and engaging strategy to enhance students' learning.

**Keywords:** game-based, approach, strategy, academic performance, Science

**PROJECT GOALS: ENHANCING STUDENT LEARNING USING IMPROVED MONITORING TOOL IN MODULAR DISTANCE LEARNING**

GEA-AR-TL-ALL-2-22

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**Purpose:** This study purposefully focused on the use of improved monitoring tool to enhance students learning in modular distance education.

**Design/methodology/approach:** The researchers used quantitative methods to compare the level of student learning in the third quarter and fourth quarter using academic grades, such as descriptive statistics, and the paired t-test to determine the significant difference of the performances. The one hundred ninety-two (192) students were chosen using the purposive sampling technique.

**Findings:** The results showed that the learners' scores after using the enhanced monitoring tool were higher than their scores prior to the program's

implementation, with the learners the learners obtained an average grade of 86.31 (SD = 5.640) while in in the fourth quarter, learners obtained an average of 87.92 (SD = 5.619). The difference was found to be significant with a P-value of 0.0000, which is significant at  $p > 0.05$ . In this sense, the improvement in scores was tested significant, and there was enough evidence to claim that the enhanced monitoring tool had a significant influence on students' performance.

**Research limitations/implications:** The study was confined to evaluating the effectivity of an improved monitoring tool of grade 12 students' learning through modular distance learning at Gen. Emilio Aguinaldo - Bailen Integrated School during the academic year 2021-2022.

**Originality/value:** This study would help teachers better understand the importance of monitoring tools for students' progress. It can be a good reference in school to monitor a modular distance learning environment, where students may not have the same opportunities for in-person interaction with their teachers.

**Keywords:** Monitoring tool, Student learning, Academic grades, Modular Distance learning

### PROJECT HIRAYA: LEVERAGING ONLINE DIGITAL LIBRARIES TO BOOST THE ACADEMIC SUCCESS OF STUDENTS IN DISTANCE LEARNING

GEA-AR-TL-ALL-3-22

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**Purpose:** This study purposefully focused on the utilization of an online digital library to boost the academic success of grade 11 students in modular distance learning.

**Design/methodology/approach:** The researchers used quantitative methods such as descriptive statistics to identify the level of academic success in three different groups: regular, occasional, and non-users, and the One-way MANOVA to determine the significant difference of the performances. The respondents were chosen using the purposive convenient sampling.

**Findings:** This study showed that students who used Project HIRAYA performed best among the three different groups. The group obtained a mean grade of 86.55 (SD = 4.92) in General Mathematics, 86.53 (SD = 5.33) in Oral Communication and 87.70 (SD:5.96) in 21st Century Literature from the Philippines and the World. At  $p < 0.05$ , General Mathematics and 21st Century Literature from the Philippines and the World, both non-users to occasional and non-users to regular denoted an extremely substantial difference. However, in Oral Communication, only non-users to regular exhibited a significant p-value of 0.000. Moreover, the academic success of the students from different types of usage in three learning areas, the p-value is 0.000, indicating that it is highly significant.

**Research limitations/implications:** This study was limited to the assessment of the effectivity of Project HIRAYA to boost academic success in modular distance

learning during COVID-19 pandemic in Gen. Emilio Aguinaldo – Bailen Integrated School.

**Originality/value:** This study was timely and relevant since students during a pandemic require additional learning resources. Fortunately, this enables teachers to see the benefits of using online digital library.

**Keywords:** Distance Learning, Academic Success, Digital Library, Modular Students, Online Resources

### **PROJECT REEL ME: RESEARCH ON EFFECTIVENESS AND EFFICIENCY OF LEARNING MATERIALS, METACOGNITION AS REMEDIATION IN EMPOWERING ACADEMIC PERFORMANCE**

NAI-AR-TL-ALL-14-22

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**Purpose:** The purpose of this study is threefold: (1) to provide support to students in acquiring learning competencies, (2) to implement metacognitive strategies such as KWL charts, mnemonics, learning/thinking journals, exam wrappers, web-based instructional materials, traffic lights, and reflexive thinking, and (3) to improve academic performance in Araling Panlipunan.

**Design/methodology/approach:** The study utilized a quasi-experimental design with a simple random sampling technique. A survey was conducted to identify the Satisfactory Group from Grade 8 students based on their previous academic performance in Araling Panlipunan. From this group, 40 students were randomly selected to participate in the study. A pre-test was administered before implementing the remediation program, and a post-test was given after the program. Paired t-tests were used to analyze the data and determine the academic performance improvement.

**Findings:** The post-test results showed satisfactory improvement in academic performance compared to the pre-test. This indicates a significant difference in academic performance before and after the implementation of the remediation program. The researchers recommend implementing the REEL ME project to support student learning in Araling Panlipunan at other grade levels.

**Research limitations/implications:** The study acknowledges limitations, particularly the small sample size of 40 students. Future studies should consider a larger sample size to enhance the generalizability of the results. Additionally, the study highlights the need for more research on the effectiveness of the metacognitive strategies in improving academic performance.

**Originality/value:** The REEL ME project provided essential support to students in acquiring learning competencies through self-learning modules and metacognitive strategies. The project emphasized self-awareness, transferable knowledge, improved resilience, increased ability to learn independently, and

user-friendly learning materials. These features contribute to the overall effectiveness and value of the innovation in promoting academic performance in Araling Panlipunan.

**Keywords:** Araling Panlipunan, remediation program, metacognitive strategies, academic performance.

**PROJECT REREADS V2.0: AN INNOVATIVE READING PROGRAM FOR TERNATE WEST NATIONAL HIGH SCHOOL STUDENTS**

TER-AR-TL--ALL-2-21

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**Purpose:** The purpose of the study is to assess the effectiveness of Project REREADS v2.0 (Revitalizing and Enhancing Reading Abilities for the Development of Struggling Readers) in improving students' reading comprehension levels.

**Design/methodology/approach:** Using the total enumeration sampling technique, the participants of the study were 54 struggling readers from Grade 7 of Ternate West National High School and Ternate West National High School-San Juan Extension who attended the remedial reading program called Project REREADS v2.0, the school year 2021-2022. These struggling readers fell under the Frustration Level. To obtain data, they were given a pre-test and post-test. The study was conducted for two (2) months.

**Findings:** Findings revealed that the participants reading level in terms of comprehension has a difference of 8.20. About 87 % of the respondents improved their reading level from frustration to instructional/independent level. Therefore, Project REREADS v2.0 is successful in improving comprehension among students.

**Research limitations/implications:** This study was limited only to those who attended Project REREADS v2.0, for the school year 2021-2022. This research also discussed the result of the pre-test and post-test of the respondents and did not look at other factors that affect reading comprehension.

**Originality/value:** This action research significantly improves Project REREADS v2.0 in Ternate West National High School. It can serve as a basis for developing a reading program for other schools.

**Keywords:** reading program, reading comprehension, reading level, struggling reader

**PROJECT TEACH 2.0 AN INSTRUCTIONAL SUPPORT TO TEACHERS: BASIS FOR RPMS-PPST FOR TEACHERS' DEVELOPMENT PLAN**

TMC-AR-TL-ALL-61-22

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**Purpose:** The purpose of this study is to assess the teaching performance of Trece Martires City Elementary Teachers during the implementation of modular distance learning that can be a basis for RPMS-PPST Development plan for teachers

**Design/methodology/approach:** The researchers employed a quantitative approach in interpreting the data gathered.

**Findings:** Based on the results of the study it can be concluded that teachers need more training on the implementation of modular distance learning specifically on the indicators that they rated low. The school has also to strengthen the involvement of learning facilitators, parents, and guardians to participate in any interventions or other school-initiated activities that can promote to increase the learning performance of pupils. It was also recommended that the school heads have to invest in school facilities that can address the needs of teachers and learners to establish better communication to relay immediate instructions and information to learners, learning facilitators, and guardians. Among the recommended school facilities are public internet connections, radio, and other communication devices, facilitating or sending teachers to trainings on implementing distance learning.

**Research limitations/implications:** This study was strictly participated by elementary school teachers and school heads for the school year 2020-2021

**Originality/value:** This study is to assess the teaching performance of teachers in the new normal. This study aimed to help provide technical assistance during the conduct of modular distance learning.

**Keywords:** RPMS-PPST, Distance Learning,

**READING COMPETENCY AND ACADEMIC PERFORMANCE OF LEARNERS UNDER DISTANCE LEARNING MODALITIES**

SIL-BR-TL-ALL-35-22

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**Purpose:** Teaching-learning process was limited to distance learning modalities for almost two years, reading skills and academic performance were two of great concerns of all stakeholders if learners could develop these in spite of the situation. Thus, this study aimed to measure the reading competency and academic performance of the learners from two different modalities, their differences and relationship.

**Design/methodology/approach:** The researchers used quantitative research designs particularly the comparative and correlative designs. They gathered data from existing records and subjected these in statistical treatments.

**Findings:** It was found out that learners from Printed MDL Modality were instructional readers while the learners under Online Distance Learning Modality were independent readers in Filipino; but both groups were classified as instructional readers in English. This means that they still needed assistance in reading and comprehending in English. The latter group also performed better in silent reading both in Filipino and in English, in overall reading competency in English, and in all subject areas in terms of quarterly grades. However, the study revealed that there was no sufficient evidence of significant relationship between the learners' reading competency and academic performance in some subjects under the circumstances of distance learning, except in AP, Mathematics, and TLE.

**Research limitations/implications:** The research was limited only to Grade 7 students under distance learning modality, their demographic profile was not considered as factor.

**Originality/value:** This research correlated the reading competencies in all subject areas.

**Keywords:** academic performance, distance learning modalities, education, pandemic, reading competency

### RELATIONSHIP OF STUDENT COGNIZANCE ON DIFFERENT EDUCATIONAL APPLICATIONS TO THE ACADEMIC PERFORMANCE OF GRADE 6 PUPILS OF LABAC ELEMENTARY SCHOOL SY 2022-2023

NAI-BR-TL-ALL-38-22

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**Purpose:** This study aimed to determine the relationship of student cognizance on different educational applications to the academic performance of Grade 6 Pupils of Labac Elementary School SY 2022-2023.

**Design/methodology/approach:** The study used descriptive-correlation method of research. Frequency and percentage were used to determine the student cognizance and educational and online applications used by the respondents. To determine the overall respondents' cognizance on educational, weighted mean was used. Chi Square is used to test the independence of the variables.

**Findings:** The results showed that the most frequently-used educational application of the respondents is MS Word with a total average of 13%. Based on the importance of Educational and Online Apps in doing academic tasks, the study revealed that the respondents can pass their task on time. The importance tops all the classifications with a total average of 15.43%. the student cognizance of the respondents on different educational and online applications got a

weighted mean of 3.92 and a standard deviation of 0.16 which means “Very High”. On the other hand, the academic performance of the respondents got a total mean of 88.32 and a standard deviation of 2.25 which means “Very Satisfactory”. Lastly, the relationship between the respondents’ cognizance on educational applications and their academic performance has a critical p value of 0.05, computed p-value of 0.00, Pearson r coefficient of 0.551 which interpreted as Moderate Positive Correlation. Thus, the hypothesis is unacceptable.

**Research limitations/implications:** There is a significant relationship between the respondents’ cognizance on educational applications and their academic performance for it gives very satisfactory academic performance to students

**Originality/value:** The researchers gave survey questionnaires to the respondents to determine their cognizance in different educational applications. The academic performance was given by the grade 6 teachers of Labac Elementary School. After the data gathering, the relationship of student cognizance on different educational applications to their academic performance was identified.

**Keywords:** Student Cognizance, Educational Applications, Academic Performance

### **REVERTING TO IN-PERSON EDUCATION DURING A PANDEMIC: A QUALITATIVE STUDY ON THE EXPERIENCES AND CHALLENGES OF REINTRODUCING TRADITIONAL CLASSROOM INSTRUCTION**

GEA-BR-TL-ALL-4-22

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**Purpose:** This research purposely focused on teachers’ and students’ experiences and challenges in the reintroduction of in-person classes in Gen. Emilio Aguinaldo – Bailen Integrated School as the foundation for developing strategic actions for teaching and learning continuity of the school year 2022-2023

**Design/methodology/approach:** The researcher employed a qualitative research design to explore the experiences and challenges of teachers and students in the reintroduction of in-person classes. Five students and four teachers took part in the study which were selected using non-probability sampling, a purposive sampling. Moreover, narrative inquiry approach was utilized as a research design which used open ended - interview questions. Then, thematic analysis to generate the themes of the experiences and challenges of the participants.

**Findings:** The analysis generated 5 themes such as (1) Excitement and Anxiety: Balancing Emotions in the Return to In-Person Learning; (2) Feeling Lost and Overwhelmed: The Challenges of Navigating Responsibility and Emotional Health; (3) Challenges and Pressure: Teaching in the High School Classroom; (4) Adapting to a Diverse Classroom: Challenges and Opportunities in Teaching Students with



Different Backgrounds and Levels of Understanding; and (5) Engaging and Motivating Students: Strategies for Creating a Dynamic and Effective Learning Environment.

**Research limitations/implications:** This study was limited to the experiences and challenges of teachers and students in the re-introduction of in-person education.

**Originality/value:** This provides valuable insights in holding in-person classes safely and effectively during a pandemic. Additionally, it can help educators, administrators, and policymakers to get informed about common challenges in in-person classes.

**Keywords:** Classroom Experiences, Challenges in Education, In-person Classes, Learning Strategies

### STUDENTS ATTITUDES AND BEHAVIORS TOWARDS ACADEMIC INTEGRITY IN THE MODULAR DISTANCE LEARNING: BASIS OF SCHOOL-BASED PROGRAM DEVELOPMENT

ROS-BR-TL-ALL-54-22

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**Purpose:** This study aims to analyze students' self-reported behaviors and attitudes towards academic integrity in the context of modular distance learning at Escuela Secondary Senior de Salinas. It also investigates students' awareness of institutional policies related to academic integrity and their influence on reported dishonest behaviors. The findings will serve as a basis for developing a school-based program focused on promoting academic integrity values among students.

**Design/methodology/approach:** A convenience sampling method was employed to select a sample of 50 students who were previously enrolled in modular distance learning at ESSDS. Data was collected through a survey questionnaire adapted from the McCabe Academic Integrity Survey 2012, which assessed students' behaviors and attitudes towards academic integrity. Descriptive research using mean and standard deviation was utilized for data analysis.

**Findings:** The study revealed that the most prevalent academically dishonest behavior reported by ESSDS students was "plagiarism," while "cheating on tests or exams" was the least prevalent. Students rated the "knowledge of faculties/teachers regarding school policies on student cheating behaviors" as the highest criterion, while they assigned the lowest rating to the "severity of penalties for cheating at ESSDS." Regarding behaviors, the most commonly reported behavior was "working on an assignment with another person when individual work was required." The students considered "copying from another student during a test without their knowledge" as the most serious form of

cheating, while "working on an assignment with others using digital means when individual work was required" was viewed as the least serious form.

**Research limitations/implications:** This study focused on the attitudes and behaviors of senior high school students enrolled in modular distance learning at Escuela Secondary Senior de Salinas, utilizing an adapted survey questionnaire as the primary instrument. The study acknowledges the limitation of potential socially desirable responses due to the sensitive nature of the topic. To address this, measures were implemented to ensure anonymity and emphasize the importance of providing honest answers.

**Originality/value:** Teachers play a crucial role in educating students not only academically but also in shaping their character as future citizens. Instilling the value of academic integrity has become challenging in today's context, underscoring the importance of understanding students' attitudes towards academic integrity. This study provides valuable insights for developing strategies to promote academic integrity in schools.

**Keywords:** Academic Integrity, Academic Dishonesty, Cheating, Attitudes.

### **STUDENTS' ASSESSMENT ON THE QUALITIES OF A TEACHER**

NAI-BR-TL-ALL-43-22

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**Purpose:** This study aims to analyze the values perceived by students in their teachers.

**Design/methodology/approach:** The research utilized a descriptive-comparative research design to assess students' perceptions of their teachers in terms of pupil engagement, academic rigor & expectations, relevance, instructional methods, personal relationship, and classroom culture. Data was collected through a survey questionnaire, developed based on a comprehensive review of related literature and studies. Statistical treatment of data was applied to the gathered data using techniques such as frequency count, weighted mean, and t-test/ANOVA.

**Findings:** The findings indicate that majority of pupil respondents perceived their teachers to possess various desirable qualities. These qualities include being an enjoyable teacher, teaching the material instead of just handing out assignments, assigning different types of activities, having a great sense of humor, understanding pupil problems and offering help, acting like an adult, keeping promises, ensuring everyone understands assignments, being not too strict, being organized, dedicating time after school to assist students, returning papers promptly, being friendly and fair, possessing subject matter expertise, admitting when they are wrong, staying open-minded, being enthusiastic about the subject, willing to listen to both sides of an issue, and not allowing much

misbehavior. However, some qualities such as being polite to everyone all the time were rated lower by the pupil respondents.

**Research limitations/implications:** This study focused on assessing the learners' perceptions of their teachers' qualities using an adapted survey questionnaire. It is important to note that the sensitivity of the topic might have influenced socially desirable responses. To address this, measures were taken to ensure anonymity and emphasize the importance of honest answers.

**Originality/value:** This study contributes to the understanding of students' assessment of their teachers as ideal educators. It highlights the importance of learner assessment in identifying areas for improvement and enhancing teaching effectiveness.

**Keywords:** Assessment, Qualities, Ideal, Teacher, Learner

## STUDENTS' PERFORMANCE UNDER ONLINE DISTANCE LEARNING

NAI-BR-TL-ALL-32-22

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**Purpose:** The primary purpose of this research was to identify factors affecting academic performance of Grade 6 students during online class that served as a basis for an improved instructions in the new normal.

**Design/methodology/approach:** The study made use of quantitative descriptive design and applied purposive sampling technique. The total population of 75 students participated in the study. The data from adapted questionnaire (K.V.Elumalai,et al. 2020) were analyzed using Frequency, Percentage and Weighted Mean.

**Findings:** The study revealed that social support was a key influential component of the quality of the online learning experience from the student perspective. 73.33% of the students agreed that having an equal chance of participation in class discussion enhance their online learning experience and promote completion of performance tasks and academic exercises. Social interaction with teachers and collaborative interaction with peer students is imperative to achieve a better quality of e-learning. The mean overall Social Support score was higher in this study ( $M = 55$ ,  $SD = 6.08$ ) while Technical Support ( $M = 31$ ,  $SD = 3.79$ ) and Instructor Characteristics ( $M = 34$ ,  $SD = 3.21$ ) respectively.

**Research limitations/implications:** This research study focused on identifying the factors that affects the academic performance of Grade 6 students. Respondents were students under Online Distance Learning (ODL) in the school year 2021 – 2022.

**Originality/value:** The findings of this study lay a groundwork for future research in designing e- learning system and serve as a basis for an improved instructions in the new normal.



**Keywords:** Social Support, Technical Support, Instructor Characteristics, Academic Performance, Satisfaction

### **TEACHERS' SENSE OF HUMOR AS A FACTOR IN PUPILS' LEARNING PROGRESS**

IND-BR-TL-ALL-49-22

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**Purpose:** This study examined the interplay between students' learning approaches and their sense of humor. Additionally, it explored the correlation of these factors with academic achievement among Grade 3 students at Kaytapos Elementary School.

**Design/methodology/approach:** Employing descriptive methods rooted in qualitative research, the study justified the integration of humor as a teaching strategy. Data collection encompassed participant observation, focus groups, and survey forms.

**Findings:** Analysis of collected data, including surveys and monthly progress monitoring, revealed notable positive outcomes. These encompassed heightened learning engagement, increased self-motivation, improved attendance, enhanced test performance, and elevated interest in learning. The study concluded that teachers' use of humor, such as sharing jokes, funny anecdotes, and relatable examples, fostered a positive learning environment. The incorporation of humor also facilitated emotional check-ins at the beginning of classes, fostering a conducive start to the day.

**Research limitations/implications:** This study aimed to analyze the relations between students' approaches to learning and sense of humor. It also investigated how both approaches and humor relate with academic achievement in Grade 3 pupils at Kaytapos Elementary School.

**Originality/value:** The value of this research is to gained new knowledge about teaching strategies of a teachers' through to his/her pupils using sense of humor in teaching.

**Keywords:** Humor, Positive, Increases, Motivates and Kaytapos

### **THE ACADEMIC HONESTY OF STUDENTS IN MAGALLANES, CAVITE**

MAG-BR-TL-ALL-2-22

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**Purpose:** This study aims to assess the academic honesty of students in Magallanes, in alignment with the principles outlined in DM-OUCI-2021-395.

**Design/methodology/approach:** Stratified Random Sampling was used, and the computed sample size was 363 students. Data were collected through a printed survey-questionnaire.

**Findings:** Findings have shown that the highest indicator in terms of the academic honesty of the respondents was Perception about Academic Honesty with  $\bar{x}=4.36$ . On the other hand, the lowest indicator is the Proper Usage of Self-Learning Module (SLMS) with  $\bar{x}=4.12$ .

**Research limitations/implications:** The respondents of this study were the students at the Public Schools in Magallanes, Cavite both primary and secondary.

**Originality/value:** This study was the first study to be conducted about Academic Honesty in Magallanes, Cavite. This research is valuable because it is an immediate response to the plea of the Department of Education in eradicating/removing Academic Dishonesty. This study also give emphasize to the importance of value formation most especially to the value of Honesty as we know learning starts with Honesty and learning stops if students are dishonest. Through this study, we can protect the dignity of our department in giving quality education.

**Keywords:** Academic Honesty, Academic Dishonesty, Magallanes, Cavite, Department of Education

## THE FACTORS THAT AFFECT THE READINESS OF THE GRADE 11 STUDENTS IN SHIFTING BACK TO F2F CLASSES

KAW-BR-TL-ALL-17-22

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**Purpose:** This study sought to unveil the possible factors of the students' readiness in shifting back to face-to-face classes. Through this, proper attention could be given to their circumstances and appropriate management could be considered by the school administration.

**Design/methodology/approach:** The respondents of this study were Grade 11 students of Emiliano Tria Tirona Memorial National Integrated High School – Gahak, Kawit, Cavite from the School Year 2021-2022. They were under Modular Distance Learning and did not undergo the progressive expansion of face-to-face classes in March 2022. The study used descriptive research design wherein the data was collected through the use of google forms and printed questionnaires.

**Findings:** The study showed that it was the parents who decided for the learners not to shift back yet to F2F classes, having 80.3%. While the respondents' level of willingness to attend F2F were mostly undecided (34.47%) and not and somewhat not willing (56.44%). Also, it was the fear of covid infection that became the biggest factor on the respondents' readiness, with 3.38 mean, then followed by DepEd readiness on the said implementation, with the mean of 2.94.

**Research limitations/implications:** This study was focused on the new normal set-up and therefore could not be of use when pandemic ends.



**Originality/value:** It unveiled the very factors why the learners opted distance learning despite of the fact that the face-to-face classes were again offered. It also revealed how the family could decide concerning their children's education when the latter's lives or health was at stake.

**Keywords:** factors, readiness, shift back, F2F

**THE HOME FACILITATORS' PROFILE AND THE STATUS OF MODULAR OUTPUT  
SUBMISSION OF ELEMENTARY PUPILS IN SELECTED SCHOOLS IN MAGALLANES  
DISTRICT**

MAG-BR-TL-ALL-15-21

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**Purpose:** This study aimed to investigate on matters concerning the connection between the demographic profile of home facilitators for grade 5 pupils and the status of modular output submission of their respective learners in Magallanes District, Division of Cavite for the school year 2020-2021.

**Design/methodology/approach:** This study utilized the descriptive-correlational method of research. This design focuses on the relationship of variables to describe the occurrence of a phenomenon through analysis of the existing situation and eventually create an assumption for the future events. It used survey questionnaire for the home facilitators' profile and documentary analysis of the scholastic records of the students. The total respondents were 116 and it was reduced to 90 using the Yamane's formula.

**Findings:** As reflected in correlational analysis, age ( $r = 11.78$ ,  $p = .019$ ,  $p < 0.05$ ), highest educational attainment ( $r = 31.80$ ,  $p = .000$ ,  $p < 0.05$ ) and working status ( $r = 46.79$ ,  $p = .000$ ,  $p < 0.05$ ) of parents have revealed significant relationship with the status of output submission of the pupils in their subjects. Since, all the aforementioned  $p$  values were less than level of significance (0.05) thus, the null hypothesis was rejected.

**Research limitations/implications:** This study was limited to the status of output submission retrieved from the school records of the pupils in selected schools and the demographic profile of their parents or home facilitators.

**Originality/value:** The respondents were home facilitators and selected respective learners from elementary schools. The value of the research is the connection between the demographic profile of home facilitators and the status of modular output submission of learners.

**Keywords:** Demographic profile, home facilitators, output status

## THE IMPACT OF RETRIEVAL AND METACOGNITIVE STRATEGIES ON STUDENT OUTCOMES OF GRADE 7 AND 8 JUNIOR HIGH SCHOOL STUDENTS IN SCIENCE

KAW-AR-TL-ALL-4-22

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**Purpose:** The purpose of this study is to evaluate and implement various rehearsal practice and metacognitive strategies to enhance long-term memory retention.

**Design/methodology/approach:** The study utilized a purposive sampling approach, where participants were selected based on specific criteria. Pretests and posttests were administered to measure the effectiveness of the strategies. Statistical analysis, specifically a two-sample t-test using the Excel data analysis tool pack, was conducted to determine the significance of the results.

**Findings:** The respondents achieved a mean score of 11.97 out of 20 points on question 1 and a mean score of 18.13 out of 20 points on question 2. The critical value of  $t$  for question 3 was 2.00. The absolute computed value of  $t$  for the posttest scores of the experimental and control groups was 3.38, falling within the rejection region of the normal distribution. This indicates a significant difference between the two sets of scores. The  $p$ -value of 2.53 suggests that extreme sampling variation is unlikely. Based on interviews and exit ticket surveys, Ungraded Quizzes were perceived as the most helpful metacognitive strategy, followed by rehearsal practice and metacognitive reflection.

**Research limitations/implications:** The study was conducted within the school premises and focused on Grade 7 and 8 students. Further research could explore the effectiveness of these strategies with a larger and more diverse sample.

**Originality/value:** This study contributes to the implementation of globally accepted processes at the local level, resulting in the development of globally competitive graduates.

**Keywords:** Memory retention, Long-term memory

## THE PERCEPTION OF READING VOLUNTEERS TOWARDS THE IMPLEMENTATION OF OFFLINE JOURNEY TO CORIE: BASES FOR VOLUNTEERS SUPPORT PROGRAMS

SIL-BR-TL-ALL-4-22

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**Purpose:** This study was conducted to assess the perception, problems encountered, and proposals in implementing Offline Journey to CORIE through the lens of Reading Volunteers.

**Design/methodology/approach:** Mixed research methods were employed using a validated research instrument and conducting an interview.

**Findings:** Most participants were female, married, in parental roles, high school graduates, unemployed, and had monthly family incomes of Php.10,000 or less,



according to the results. Most respondents, according to the findings, meet their obligations, and they give favorable feedback about the support they receive, how they communicate, how they use learning materials, and how they follow health and safety regulations. Respondents were neutral in terms of personal, pedagogical, technical, and financial/organizational problems encountered in teaching reading. For the difficulties encountered, five themes were identified. These are (1) implementation of health and safety protocols, (2) reading support trainings, (3) classroom management (4) time allotment and considerations and (5) conflict of schedules.

**Research limitations/implications:** This study is limited on the responses Reading Volunteers in Balubad Elementary School. Their perceptions and problems encountered were quantitatively analyzed while their difficulties encountered were evaluated thematically.

**Originality/value:** This study could help teachers and school Administrators to develop, organize and implement programs and projects that could improve the existing programs of school :to continuously improve to better serve its stakeholders.

**Keywords:** Reading Volunteers, Journey-to-CORIE, perception, intervention

### **THE RELATIONSHIP OF THE EDUCATIONAL ATTAINMENT OF PARENTS TO THE ACADEMIC PERFORMANCE OF THE GRADE 4 PUPILS OF CONCHU ELEMENTARY SCHOOL DURING THE NEW NORMAL SETUP SY 2021-2022**

TMC-BR-TL-ALL-6-21

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**Purpose:** Parental involvement refers to parents' level of participation in their children's school attendance. The researchers want to know how the academic performance of the chosen Grade 4 students at Conchu Elementary School, under the new standard setup for S.Y. 202–2022, relates to the parents' educational attainments.

**Design/methodology/approach:** The data were collected from the respondents in different sections. All the gathered data was tabulated, and analyzed, to develop a suitable action plan. Survey questionnaires are the primary method used to obtain the information needed. All questionnaires were filled out by grade 4 students and parents at Conchu Elementary School. To provide consistency, this chapter was subdivided into five correlative parts.

**Findings:** The study's findings led to the conclusion that none of the factors were noticeably affected by the parent's educational level. However, certain parts can be under parental control. Such participation in education helps to show how interactions with kids at school and friendship decisions can affect students' achievement. It was determined that parental involvement in school orientation



and assistance for learners all had an impact on the student's academic achievement.

**Research limitations/implications:** The study was only limited to the selected Grade 4 pupils. A total of 197 enrolled for the School Year 2021-2022. The school switched from traditional face-to-face learning to modular distance learning because of the pandemic.

**Originality/value:** Education brightens people's minds and helps them distinguish between right and wrong. It helps make wise decisions in all aspects of life. Parental involvement provides insight into the systems that facilitate child-related decision-making in education.

**Keywords:** Parents' Education, Pupil's Academic Performance

### THE USE OF SALLY (SYSTEMATIC, ACCURATE, LEARNER-CENTERED, LOVE-DRIVEN, YES TO READING) APPROACH 2.0 AS ACADEMIC PERFORMANCE BOOST IN BLENDED LEARNING

MAR-AR-TL-ALL-1-22

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**Purpose:** This action research aimed to test the efficacy of SALLY Approach 2.0 as academic performance boost to Grade 10 learners of Maragondon National High School, S.Y. 2022-2023 under blended learning.

**Design/methodology/approach:** The One Group Pretest Posttest Design was utilized in the study. The assessment tools consisting of 25 items in learning areas concerned (ENSCIMAFIL) were validated. Also, the LOA (Learning Outcome Assessment) results before and after the SALLY Approach 2.0 implementation were compared using the Interpretation specified in the LOA tool. The researchers used the paired sample T-test to determine the efficacy of SALLY Approach 2.0 as academic performance boost in ENSCIMAFIL learning areas under blended learning environment.

**Findings:** It was found out that the mean percentage score before Sally Approach 2.0 was 30.75, categorized as Low Mastery based on the LOA Interpretation table. After the implementation, it increased to 70.83 categorized as Moving Towards Mastery. Moreover, there was a significant difference in the Pre-test and post-test results since the computed  $t$  of 2.199 was greater than the critical  $t$ -value of 1.699. This signifies an improvement on the students' performance.

**Research limitations/implications:** The study was only limited at improving the academic performance of Grade 10 learners of Maragondon National High School under blended learning environment, S.Y. 2022-2023.

**Originality/value:** Further research can focus on the correlation of students' feedback to the teacher's performance.

**Keywords:** SALLY Approach 2.0, academic performance boost, blended learning, ENSCIMAFIL

## **UPHILL CHALLENGES AND COPING STRATEGIES OF LEARNERS IN MODULAR DISTANCE LEARNING**

TAG-BR-TL-ALL-1-22

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**Purpose:** The purpose of this study was to determine how learners in modular distance learning coped with the challenges and gather coping strategies for future reference.

**Design/methodology/approach:** Qualitative data was collected.

**Findings:** The learners were able to develop a sense of independence and responsibility through their experiences.

**Research limitations/implications:** The study involved 20 selected Junior High School students from the province of Cavite.

**Originality/value:** This study emphasized the development of a sense of responsibility among learners.

**Keywords:** Uphill, Challenges, Coping Strategies

## **UTILIZATION OF MOBILE APPLICATION DEVELOPMENT PROGRAM (MAD PROGRAM) IN THE LEARNING ENHANCEMENT OF STUDENTS IN NEW NORMAL**

MAR-AR-TL-ALL-10-22

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**Purpose:** The study was conducted to investigate the effectiveness of Mobile Application Development Program (MAD PROGRAM) in the Learning Enhancement of Students in New Normal with the end view of training for teachers to enhance their technology skills in developing Technogame & Mobile Application Game for the enhancement of school academic performance of the students.

**Design/methodology/approach:** A pre and post survey questionnaire was administered among 30 teacher participants of MAD Program in all learning areas in Bucal National Integrated School, SY 2021-2022. Data collected were subjected to analysis and interpretation using weighted mean, standard deviation statistics and paired T-test.

**Findings:** Results of the study revealed that the teachers displayed high levels of satisfaction towards the MAD program because it showed positive result during the utilization of the crafted tools in their class.

**Research limitations/implications:** Results of the study were limited to the samples under study. Further research needs to be conducted to ascertain whether similar findings can be observed if a different set of samples is used.

**Originality/value:** This study can be a basis for school heads and teachers to come-up with game-based style of teaching that will strengthen the motivation among students who are affected by the new normal problems. Likewise, it will give an idea to the teachers to create an original tool that will help enhance students learning in a creative way.

**Keywords:** Game-based, QuickNinja App, Technogame and Training.

### **VIRTUAL SAYANISTAS: STUDENTS LEARNING EXPERIENCES AND SATISFACTION IN ONLINE LEARNING ENVIRONMENTS IN SCIENCE**

MAR-BR-TL-ALL-6-21

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**Purpose:** This study aimed to determine the learning experiences and satisfaction in the online learning environments (both synchronous and asynchronous) in science of students from CSIS for SY2021-2022.

**Design/methodology/approach:** Qualitative and quantitative research design was employed in this study. Using simple random sampling, the 931 enrolled students of CSIS for the SY 2021-2022 were asked to answer the survey questionnaires that contain the demographic profile and the learning experiences and satisfaction in online learning environments in science with five categories: subject structure/organization; learner interaction; teacher's presence, student engagement, and student satisfaction. Percentages was used to determine the demographic profile. To rate each statement in the questionnaire, a Likert scale was used, and to determine the occurrences of each item in the questionnaire, weighted mean was utilized.

**Findings:** Results showed that based on the demographic profile, female, ages 16 years old and senior high school students mostly answered the survey questionnaires. While on the learning experiences and satisfaction, teachers' presence and students' satisfaction showed highest mean rating of 5.67, followed by subject structure/organization (5.53), student engagement (5.47), and learner interaction (5.20), respectively.

**Research limitations/implications:** This research was only focused on CSIS students online learning experiences and satisfaction in science during pandemic.

**Originality/value:** Based on the findings, students prefer to have regular interaction with their teachers during online class. The presence of the teachers in class with timely feedbacking on the progress and performance of the students was really appreciated, especially in this pandemic.

**Keywords:** Keywords: online learning environment, students' learning experiences, students' satisfaction

## TEACHING AND LEARNING - MATHEMATICS

### CONTEXTUALIZED AND LOCALIZED INSTRUCTIONAL MATERIALS: STRATEGY FOR LEARNERS AT-RISK IN MULTIPLYING NUMBERS

IND-AR-TL-MA-8-22

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**Purpose:** This study aims to determine the impact of using contextualized and localized instructional materials in teaching multiplication to learners at-risk among Grade VI students of Bancod Elementary School for School Year 2022-2023.

**Design/methodology/approach:** Standardized test in multiplying numbers was utilized. Contextualized and localized materials were used in teaching multiplication to students at-risk. Mean Percentage Score (MPS) was used to determine the performance of the participants. Paired sample t-test was also used to determine the significant difference between the scores before and after the intervention.

**Findings:** Results showed that after being exposed to localized and contextualized learning materials, students actively participated in the discussion as well as in the performance task provided by the teacher. Contextualized and localized materials really helped in motivating students and achieving high level of performance in multiplying numbers.

**Research limitations/implications:** This study is limited to the effect of using contextualized and localized instructional materials as a strategy for learners at-risk in multiplying numbers.

**Originality/value:** Teachers must be creative and resourceful in making instructional materials to motivate learners and to catch their interest in doing things and associating them in real-life situation.

**Keywords:** Contextualized and localized instructional materials, strategy for learners at-risk

### EFFECTIVENESS OF SELF-DIRECTED LEARNING THROUGH LEARNERS' PACKET(LEAP) AND SELF-MADE VIDEO LESSON IN THE NEW NORMAL FOR MATH 2B-GEOMETRY OF GRADE 8 STUDENTS OF CAVITE SCIENCE INTEGRATED SCHOOL SY 2021-2022

MAR-AR-TL-MA-18-22

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**Purpose:** The purpose of this study is to determine the effectiveness of self-directed learning through Learners' Packet(LeaP) and self-made video lesson in the new

normal for Math 2B-Geometry of Grade 8 Students of Cavite Science Integrated School SY 2021-2022.

**Design/methodology/approach:** Quantitative research design was employed in this study. Grade 8 students of CSIS were subject to pre-test before the used of LeaP and post test after its implementation. Mean, standard deviation and z-test were used to analyze the findings.

**Findings:** Based on the results, the mean and standard deviation of the pre-test were 6.49 and 2.07 respectively, while after the utilization of LeaP and self-made video lessons were 95.67% and 1.49 respectively. It was found out that the increase between the mean and standard deviation of the pre-test and post test was 48.33%. Z-test showed that there is a significant difference between the scores of the students before and after ( $z\text{-stat} = -46.91$ ,  $p\text{-value} < .0001$ ), the null hypothesis is rejected. LeaP and self-made video can really increase the academic performance of the students in Geometry.

**Research limitations/implications:** The research is limited on specific topic in the quarter and the use of self directed learning as an effective tool for increasing academic performance in Geometry.

**Originality/value:** The results may be beneficial to both the students and the teacher, but in the end the focus is more on how to maximize learners' engagement.

**Keywords:** Pre-test, Post-test, Learners' Packet, Self-made video

### **INTEGRATION OF CASE-INFORMED TEACHING APPROACH IN TEACHING MATHEMATICS TO IMPROVE THE ACADEMIC PERFORMANCE OF GRADE FOUR PUPILS**

ROS-AR-TL-MA-05-22

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**Purpose:** This study aimed to investigate the effectiveness of case-informed learning approach as a strategy to improve the academic performance in Math among grade four pupils.

**Design/methodology/approach:** This study used Pre-experimental method utilizing one-group, pretest-posttest design. Thirty grade four pupils who were identified with difficulties in understanding the learning competencies on Mathematics based from the pre-test result were chosen using purposive sampling. The results of the pre-test and post-test of the participants were compared using paired t-test.

**Findings:** The findings revealed that after the integration of integration of case-informed learning approach in teaching Mathematics among the participants improved their academic performance

**Research limitations/implications:** Case-informed learning approach encourages learners to use critical thinking skills to identify and narrow an issue, develop and



evaluate alternatives, and offer a solution and encourages deep learning through critical thinking.

**Originality/value:** Case-informed learning provide learners with scenarios in which they can begin to think about their understanding and solutions to problems found in real-world situations. When carefully planned, Case-informed learning will challenge learners' critical thinking and problem solving skills in a safe and open learning environment.

**Keywords:** Case-informed Learning, Mathematics, Academic Performance, Grade Four Pupils, Pre-Experimental

### **INTEGRATION OF CONTEXTUALIZED TEACHING AND LEARNING (CTL) APPROACH IN TEACHING MATHEMATICS TO IMPROVE THE ACADEMIC PERFORMANCE OF GRADE FIVE PUPILS**

ROS-AR-TL-MA-2-21

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**Purpose:** This study aimed to investigate the effectiveness of contextualized teaching and learning (CTL) approach as a strategy to improve the academic performance in Math among grade five pupils of Agustin Abadilla Elementary School.

**Design/methodology/approach:** This study used Pre-experimental method utilizing one-group, pretest-posttest design. Thirty grade five pupils who were identified with difficulties in understanding the learning competencies on Mathematics based from the pre-test result were chosen using purposive sampling. The results of the pre-test and post-test of the participants were compared using paired t-test.

**Findings:** The findings revealed that after the integration of contextualized teaching and learning in teaching Mathematics among the participants improved their academic performance.

**Research limitations/implications:** Contextualized teaching and learning help teachers connect content that learners learn academically with real-world situations that usually students experience.

**Originality/value:** Contextualized teaching and learning inspire learners to make connections between the knowledge and their lives.

**Keywords:** Contextualized teaching and learning, Mathematics, Academic Performance, Grade Five Pupils, Pre-Experimental

**INTEGRATION OF LIFELONG LEARNING MODEL IN TEACHING MATH TO IMPROVE  
 THE ACADEMIC PERFORMANCE OF GRADE FIVE PUPILS**

ROS-AR-TL-MA-25-22  
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**Purpose:** This study aimed to investigate the effectiveness of lifelong learning model as a strategy to improve the academic performance in Math among grade five pupils of Rosario Elementary School.

**Design/methodology/approach:** This study used Pre-Experimental method utilizing one-group, pretest-posttest design. Thirty grade five pupils who were identified with difficulties in understanding the learning competencies on Mathematics based from the pre-test result were chosen using purposive sampling. The result of the pre-test and post-test of the participants were compared using paired t-test.

**Findings:** The findings revealed that after the integration of lifelong learning model in teaching Mathematics among the participants improved their academic performance.

**Research limitations/implications:** The learners had already developed and improved their least mastered skills through integration of lifelong learning model in teaching Mathematics.

**Originality/value:** It recognizes that learners have a natural drive to explore, learn and grow and encourages us to improve our own quality of life and sense of self-worth by paying attention to the ideas and goals that inspire us.

**Keywords:** Lifelong learning model, Mathematics, Academic Performance, Grade Five Pupils, Pre-Experimental

**INTEGRATION OF SERVICE-LEARNING IN TEACHING MATHEMATICS TO IMPROVE  
 THE ACADEMIC PERFORMANCE OF GRADE FIVE PUPILS**

ROS-AR-TL-MA-3-22  
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**Purpose:** This study aimed to investigate the effectiveness of service learning as a strategy to improve the academic performance in Math among grade five pupils of Agustin Abadilla Elementary School.

**Design/methodology/approach:** This study used Pre-experimental method utilizing one-group, pretest-posttest design. Thirty grade five pupils who were identified with difficulties in understanding the learning competencies on Mathematics based from the pre-test result were chosen using purposive sampling. The results of the pre-test and post-test of the participants were compared using paired t-test.



**Findings:** The findings revealed that after the integration of service learning model in teaching Mathematics among the participants improved their academic performance

**Research limitations/implications:** Service-learning model positively impact learners in a variety of ways.

**Originality/value:** Service-learning improves students' personal efficacy, academic learning outcomes, commitment to service, moral development, and leadership and communications skills

**Keywords:** Service Learning, Mathematics, Academic Performance, Grade five Pupils, Pre-Experimental

### **MATH-LINGAP ON WHEELS: AN INTERVENTION PROGRAM FOR LEARNER'S-AT RISK IN LEARNING MATHEMATICS IN THE NEW NORMAL**

TMC-AR-TL-MA-37-22

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**Purpose:** This study investigates the effectiveness of MATH-LInGAP Intervention Program to academic performance of selected students which provides learners-at risk with the possible learning contingency measures in Mathematics through teacher-made Learner's Activity Sheets delivered right to their respective premises.

**Design/methodology/approach:** Descriptive-correlational design using purposive sampling was utilized in the study. Students from Grade 7 to Grade 10 with a grade of 74 and below in Mathematics for the first grading period were respondents. A competency-based, validated Learning Activity Sheets was used in the program.

**Findings:** The students' score in the Learners Activity Sheets with a Mean of 70.63, SD = 9.84, similarly the academic performance with a Mean of 79.60, SD = 1.10. There was a correlation coefficient ( $r$ ) of 7.815 and with the  $p$ -value of .001 which means there is a high correlation between the score in LAS and the academic performance of students in Mathematics.

**Research limitations/implications:** This study is basically intended for the students with learning gap. The result of the study implies that crafted, validated and competency-based Learning Activity Sheets (LAS) and the Math LInGAP Program has significant impact in their general academic performances.

**Originality/value:** This research differs in its holistic, fast mobility, and its collaborative community linkages bridging this gap in this New Normal strategic approach. This study will search on the grounds of filling out the gap of modular infirmities in secondary level and will ensure as a basis of the development of improvised, individualized, and holistic intervention program designed for individual learner.

**Keywords:** Math-LInGAP, Learners Activity Sheets, LOA, students at risk



**MATHDALI TO: MATH DEVICE – ALGEBRA TILES OPERATION AS MANIPULATIVE TO IMPROVE THE ACADEMIC PERFORMANCE IN MATHEMATICS OF GRADE 8 STUDENTS**

ROS-AR-TL-MA-35-22

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**Purpose:** This action research aimed to investigate the effectiveness of Math Device – Algebra Tiles Operation as Manipulative to Improve the Academic Performance in Mathematics of Grade 8 Students officially enrolled during the school year 2021-2022 at Bagbag National High School (BNHS) in Rosario, Cavite.

**Design/methodology/approach:** This study used Quasi-Experimental Quantitative-Descriptive method using Paired T-test utilizing the two-group, control group and treatment group, pretest-posttest design. The chosen participants were 30 grade eight students of BNHS who were identified with difficulties in understanding and mastering the competencies in first grading in Mathematics based from their quarterly grades. The said students were chosen using a non-random or purposive sampling technique and divided into two groups. One group was assigned as the treatment group while the other was assigned as the control group.

**Findings:** The results of the 20-item teacher-made test of both groups were compared and were checked for any significant difference. Results revealed that the modification in the teaching-learning process, strategies and materials with the use MathDALi TO: Math Device – Algebra Tiles Operation as Manipulative in teaching Mathematics in the treatment group highly affected and increased the academic performance of the students compare to control group who received the usual traditional approach of teaching Mathematics.

**Research limitations/implications:** This action research showed that utilizing MathDALi TO: Math Device – Algebra Tiles Operation as Manipulative increases student motivation, engagement, and self-esteem as well as reduces academic related anxiety and helps students apply learning in solving equations with factoring in Algebra.

**Originality/value:** The study focused on the improvement of students' academic performance with the use of Math Device – Algebra Tiles Operation as Manipulative.

**Keywords:** MathDALi TO, Algebra tiles, Manipulatives, Academic Performance

**MATHEMATICAL EXPERIENCES IN THE NEW NORMAL (MENN) AN ANALYSIS**

KAW-BR-TL-MA-34-22

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**Purpose:** This study determines the lived experiences of Grade 11 – Mathematics students under modular distance learning modality on the 1st semester and chooses to participate in the limited face-to-face classes on the 2nd semester. Through this research, the advantages and disadvantages of the two different modalities were distinguished that could help in determining which modality suites best for mathematics students.

**Design/methodology/approach:** Grade 11 Mathematics students of ETTMNIHS under MDL modality who participated on the limited face-to-face classes were chosen as subjects to this study. This study utilized phenomenological research to determine and understand the lived experiences of mathematics students in the new normal. The researchers used a structured pen and paper interview to gather data from the respondents.

**Findings:** Based on the data gathered, this research formed 10 master themes and several superordinate themes that resulted to the following salient findings. (1) Students experienced more difficulty in Mathematics when they were in the MDL Modality rather than in the Limited Face-to-Face Classes. (2) The respondents preferred Face-to-Face Classes for their chosen modality. (3) Face-to-Face Classes is highly recommended for the upcoming senior high school mathematics students.

**Research limitations/implications:** The study focused on the lived experiences of mathematics students under two different modalities. Therefore, when schools would go back to the old normal form of education, this study could not be helpful.

**Originality/value:** This study proved that whether it is in the new or the old normal form of education, physical presence and interactions was evidently very vital to create more effective and meaningful learning experiences.

**Keywords:** Modular Distance Learning, Face-to-Face Classes, Senior High Mathematics Experiences, Lived Experiences, New Normal

**MEET: A TIME MANAGEMENT INTERVENTION ACTIVITY TO IMPROVE LEARNERS PERFORMANCE IN MATHEMATICS**

ALF-AR-TL-MA-16-22

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**Purpose:** The study determined the effectiveness of Project MEET as an intervention activity in improving time management skills and performance in mathematics of grade 7 learners.

**Design/methodology/approach:** The study employed two groups (control group and experimental group) with pre-test posttest design. The participants of the study were learners enrolled in the online distance learning chosen using purposive sampling technique. Twenty-one students from Grade 7 Aglipay served as the control group and 21 students from Grade 7 Calungsod served as the experimental group.

**Findings:** Project MEET was an effective intervention activity to improve learners time management skills and performance in mathematics.

**Research limitations/implications:** This study was limited to 42 Grade 7 learners who were enrolled in online distance learning at Lucsuhin Integrated School in the fourth quarter of school year 2021-2022.

**Originality/value:** Project MEET was an intervention activity which includes virtual orientation among learners and parents of grade 7 on the fourth quarter's most essential learning competencies and the expected output from it, conduct of virtual seminar on time management, and regular communication with parents and learners every two weeks of the fourth quarter.

**Keywords:** Project MEET, time management skill, intervention, performance in mathematics

### **PARENT-TEACHER GUIDED MODULAR INSTRUCTION IN PERFORMING SERIES OF OPERATIONS APPLYING MDAS (MULTIPLICATION, DIVISION, ADDITION, AND SUBTRACTION) RULES**

MEN-AR-TL-MA-4-22

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**Purpose:** The study aims to assess the effectiveness of Modular instruction guided by parents and teachers in performing series of operations applying MDAS (Multiplication, Division, Addition and Subtraction) rules, an extremely challenging topic for elementary learners.

**Design/methodology/approach:** Quantitative research design using purposive sampling was utilized in the selection of the participants. During the first quarter of SY 2021-2022, they had low mastery level with an initial grade of 74 and below in the item analysis about MDAS.

**Findings:** Parent-Teacher Guided Modular Instruction as intervention program is effective in enhancing the achievement or performance level of the pupils in Mathematics. It was manifested from the result that the group got 33.20 MPS in the pre-test and 93.30 MPS in the post-test with a very high increase of 60.10. The pupils performed better which is highly evident on the results of test scores.

**Research limitations/implications:** It has high implication on pupils' learning specifically in performing series of operations. The intervention was done every Friday. Participants have 30 minutes of flexible time to read, understand, analyze, and respond to the module's specific learning task with the assistance and



guidance of their parents. It has a significant impact on the learning of Grade IV pupils, particularly in performing series of operations. applying MDAS rules.

**Originality/value:** Self-learning module was one of the latest innovations in educational system. The collaborative partnership of teachers and parents as facilitators of learning is very much essential for the optimal development of children to improve learning.

**Keywords:** Parent-Teacher Guided Modular Instruction, Self-Learning-Module.

### **PERFORMANCE AND STUDY HABITS OF GRADE 4 PUPILS IN MATHEMATICS AT BUCANA SASAHAN ELEMENTARY SCHOOL: BASIS FOR CREATING MODULE AS INTERVENTION**

NAI-BR-TL-MA-39-22

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**Purpose:** This quantitative study determined the performance and study habits of the pupils in dealing with Mathematics subject as this is of one of the biggest problem in academic subject that needs urgent action and intervention.

**Design/methodology/approach:** The descriptive survey design was used from 79 pupils, 46 female and 33 males using random sampling from Bucana Sasahan Elementary School, and were analyzed using mean, frequency, percentage and correlation.

**Findings:** The study revealed that the most common difficulty experienced by the grade 4 pupils was the study habit in terms of taking tests. Listening and taking notes were obviously faced by pupils in dealing to learn Mathematics lesson. Studying a chapter and motivation were minors. However, there was no significant relation between the performance and study habits in Mathematics among grade 4 pupils. As a result, the teacher should give emphasis on making a test with rubric using solo framework that is aligned and relevant to the abilities and needs of the pupils to get the results that can measure the performance and study habits in Mathematics for improvement.

**Research limitations/implications:** The study was limited only to study habits such as concentration, remembering, studying a chapter, listening and taking notes, taking tests and motivation.

**Originality/value:** This study provided a source of understanding the study habits and performance in Mathematics for intervention.

**Keywords:** Mathematics, performance, study habits, tests, intervention, motivation

### PRACTICE SKILLS IN MATHEMATICAL SOLVING- PROBLEM IN HELPING PUPILS' AT-RISK

TAG-AR-TL-MA-1-22

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**Purpose:** Practice skills in Mathematical solving problem help the pupils improve their skills and study habits by using teacher-made worksheets and activities for solving word problems and giving exercises that are appropriate to their level.

**Design/methodology/approach:** This study employed the descriptive method. The descriptive design of the research was used to determine the effectiveness of the intervention using the pre-test and post-test data as the main instrument. Paired T-Test was used to determine the significance of the intervention project.

**Findings:** As a result of the intervention, given that the significant value of alpha is less than 0.05. The result of the mean value of the difference between the pretest and post-test and T-Test result is -9.98 which concluded that it is significant.

**Research limitations/implications:** The action research is conducted at Sungay Elementary School for the school year 2021-2022. Selected grade two pupils who got low performance in their previous grade level, and low scores in summative tests in problem-solving items. This study focuses on mathematical problem-solving to help the fifteen (15) learner participants.

**Originality/value:** The intervention tool was prepared by the teacher of grade two. This study provided an intervention to improve their skills in problem-solving and to inculcate study habits.

**Keywords:** Practice, Skills, Solving-problem, At-risk, Intervention

### PRINTEACH AND PRINSHEETS: AN INTERVENTION IN IMPROVING MATHEMATICS FOR LOW PERFORMING GRADE 7 STUDENTS

TAN-AR-TL-MA-20-22

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**Purpose:** The study aimed on determining the used of PrinTEACH and PrinSHEETS in improving mathematics of low performing Grade 7 students.

**Design/methodology/approach:** This study utilized quantitative research specifically a one-group pre-test and post-test design. The participants of the study will be chosen using a purposive sampling. In addition, standardized examination will be used in the study, and this will be statistically analyzed using mean, standard deviation, and paired sample t-test.

**Findings:** There is a significant difference between the pre-test and post-test results of the subjects of the study which enables the null hypothesis to be rejected. Thus, it can be concluded that intervention PrinTEACH and PrinSHEETS is an effective tool in improving mathematics skills of Grade 7 students.



**Research limitations/implications:** This study will be going to conduct to the students of grade 7 of Tanza National Comprehensive High School. The number of participants is 115 out of 1934 and they will be selected randomly.

**Originality/value:** It is a new way to improve mathematics for low performing students. It can be used to improve the skills of the students through the use of PrinTEACH and PrinSHEETS

**Keywords:** PrinTEACH, PrinSHEETS, low performing, improving

**PROJECT ALMIDA (ASSISTIVE LEARNING IN MATHEMATICS WITH IDEAL DYNAMIC APPROACH) AS AN INTERVENTION IN ENHANCING GRADE THREE PUPILS' ACADEMIC PERFORMANCE IN MATHEMATICS SKILLS AT CARMEN ELEMENTARY SCHOOL**

SIL-AR-TL-MA-28-22

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**Purpose:** This study aimed to determine the effectiveness of Project ALMIDA (Assistive Learning In Mathematics With Ideal Dynamic Approach) as an intervention in enhancing grade three pupils' academic performance in Mathematics skills at Carmen Elementary School.

**Design/methodology/approach:** The study made use of quantitative research and pre-experimental in nature using one group to measure the improvement of pupils' academic performance, in Mathematics skills after they were exposed to Project ALMIDA.

**Findings:** The significant findings of the study were: (1) the target pupils belong to below level in terms of academic performance in mathematics skills before Project ALMIDA was utilized; (2) there are 16 or 53.33% percent of the target pupils who belong to above level, 10 or 33.33% percent belong to average level and 4 or 13.33 percent belong to below level in Mathematics skills after Project ALMIDA was utilized; (3) there is a significant difference between the pre-test and post-test in academic performance in Mathematics skills of the target pupils. This means that Project ALMIDA is an effective and useful intervention in enhancing pupils' academic performance in mathematics skill.

**Research limitations/implications:** This study was implemented on grade three pupils of Carmen Elementary School, in the School Year 2021-2022. 30 pupils participated in the utilization of the intervention.

**Originality/value:** This research would be valuable to school administrators, teachers and learners from elementary level in teaching and learning in Mathematics intervention program in improving pupils' academic performance in Mathematics.

**Keywords:** Keywords: Project Almida, Intervention, Academic Performance Skills, 30 pupils, Carmen Elementary School

**PROJECT BCS (BASIC COMPUTATIONAL SKILLS): AN INTERVENTION**

IND-AR-TL-MA-41-22

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**Purpose:** The purpose of this action research is to use the materials found to be effective based on previous study, with the same title, done by the main researcher before the pandemic. All Grade 6 pupils were the participants of the study.

**Design/methodology/approach:** A quantitative approach was used to determine the effectiveness of the intervention for the second time with different population. All Grade 6 pupils were the participants of the study. Quasi Experimental Method was used in this study. Pre-test and post-test design were conducted to determine the significant difference of the average pupils' performance before and after the intervention.

**Findings:** Based on the result, there is a significant difference between the average pre-test and post-test scores of all Grade VI pupils. Thus, the computational skills of the pupils have improved after conducting Project BCS.

**Research limitations/implications:** The study has limitations because the effectiveness of the project was determined in a short period of time and selected grade level and section only.

**Originality/value:** The study provided intervention program to help pupils develop computational skills in fundamental operations. The study was the main researcher's previous study that is found to be effective.

**Keywords:** Basic computational skills, activity sheets

**PROJECT MDAS (MASTERY AND DEVELOPMENT OF ARITHMETIC SKILLS): AN INTERVENTION PROGRAM TO IMPROVE ACADEMIC PERFORMANCE IN MATHEMATICS**

ROS-AR-TL-MA-35-21

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**Purpose:** The primary purpose of this research was to find out the effectiveness of Project MDAS in improving the arithmetic skills and academic performance of grade seven students.

**Design/methodology/approach:** The participants of this study were 54 grade seven students at Rosario National High School for SY 2022-2023. They were chosen using non-random or purposive sampling. Pre-experimental, one-group pretest-posttest design of research was used in this study. Data were collected using a 20-item teacher-made tests to assess the participants' arithmetic skills during the first quarter. Participants then were exposed to the intervention program where varied activities and exercises were given to them. At the end of

the first quarter, the same 20-item teacher-made test were given to the participants as post-test. After the papers have been checked, the group's results in the tests were compared and analyzed using paired t-test. Then results in the pretests and post-tests were analyzed for any significant difference.

**Findings:** The salient findings of this study were as follows: the participants' pre-test yielded a mean of 8.166667 and standard deviation of 2.70630, while their posttest yielded a mean of 18.55556 and standard deviation of 1.06574, the test difference of the participants' pretest and posttest before and after the application of Project MDAS obtained the p – value of 0.00 which means that there is significant difference between the pretest and posttest of the participants. Considering the result gathered, it was found out that the intervention was effective in the improvement of the arithmetic skills of the students and later brought a huge effect as well on their academic performances.

**Research limitations/implications:** For this research study, Project MDAS only focused on the operation on integers for it only covered the first quarter of the school year 2022-2023.

**Originality/value:** Project MDAS is an intervention program for students with low academic performance and poor arithmetic skills. In this program, participants were given varied activities and practice exercises to enhance and develop their arithmetic skills and later improve their academic performance in Mathematics.

**Keywords:** arithmetic skills, Academic Performance, Mathematics, Intervention

**PROJECT MES (MULTIPLICATION THROUGH E-GAMES AND SONG): AN INTERVENTION IN ENHANCING THE BASIC MULTIPLICATION FACTS OF GRADE 4 PUPILS**

MAR-AR-TL-MA-3-22

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**Purpose:** Project MES (Multiplication through e-Games and Song) aimed at improving the basic multiplication facts of 30 Grade 4 pupils of Maragondon Elementary School, S.Y. 2021 -2022.

**Design/methodology/approach:** This study used the descriptive quantitative research design. Respondents were selected as identified non-numerates in basic multiplication facts by their mathematics teacher. They were exposed to 30 – day challenge of memorizing the basic multiplication facts through the aid of multiplication table song and e-Games, 30 minutes per session. M-1 drill card was used as the main instrument of the study. This was answered by the pupils for 3 minutes during the Pre-test and Post-test. Their scores were recorded and computed to get the mean score, identify pupils' numeracy level in multiplication, and test the significant difference using the paired T-test for dependent sample.



**Findings:** The results of the paired t-test indicated that there is a significant large difference between the Pre-test and Post-test scores. Pupils' numeracy level in basic multiplication facts have improved. These results imply that Project MES (Multiplication through e-Games and Song) is effective in enhancing the basic multiplication facts of Grade 4 pupils.

**Research limitations/implications:** This research was only limited at improving the basic multiplication facts of thirty (30) Grade 4 pupils of Maragondon Elementary School, S.Y. 2021-2022 using Project MES.

**Originality/value:** This will then become part of daily routine of teachers teaching Mathematics especially in primary pupils to help them master basic multiplication facts at their early age and academically perform better in class.

**Keywords:** Project MES, Basic Multiplication Facts, M-1 Drill Card, Numeracy Level

**PROJECT MOMG (MIXED OPERATION MATHEMATICS GAMES): A STRATEGY IN DEVELOPING THE SKILLS IN FOUR FUNDAMENTAL OPERATIONS IN MATHEMATICS OF THE STRUGGLING GRADE FOUR LEARNERS OF BUNA CERCA ELEMENTARY SCHOOL**

IND-AR-TL-MA-51-22

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**Purpose:** The purpose of the study is to determine the effectiveness of Project MOMG (Mixed Operation Mathematics Games) in developing the skills in Four Fundamental Operations in Mathematics of the struggling Grade Four learners of Buna Cerca Elementary School.

**Design/methodology/approach:** The study is designed only to the selected fifteen (15) struggling Grade Four learners of Buna Cerca Elementary School in utilizing the Four Fundamental Mathematical Operations. Pre and Post Summative Test results were used to describe the effectiveness of Project MOMG (Mixed Operations Math Games)

**Findings:** Results showed that there is a significant difference in the pre and post summative test results in Mathematics before and after utilizing the strategy in Project MOMG (Mixed Operations Math Games).

**Research limitations/implications:** The study focused only on determining the effectiveness of Project MOMG (Mixed Operations Math Games) in developing the skills in Four Fundamental Operations in Mathematics of the struggling Grade Four learners of Buna Cerca Elementary School.

**Originality/value:** This study gives answers to the difficulties encountered by the struggling Grade Four Learners in developing their skills in the Four Fundamental Mathematical Operations.

**Keywords:** Mixed Operations, MatheMDAS, Competencies, Learning Styles

**PROJECT PRRD (PICK, RECALL, RECITE AND DEVELOP MASTERY IN MULTIPLICATION SKILL): AN INTERVENTION TO IMPROVE MULTIPLICATION SKILLS**

IND-AR-TL-MA-21-22

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**Purpose:** The study was conducted to improve the multiplication skills of Grade 5 learners of Dr. Alfredo Pio de Roda Elementary School using project PRRD as intervention.

**Design/methodology/approach:** Purposive sampling was used to determine the participants in the study. The respondents of the study were 38 out of 50 Grade 5 learners who scored lower than 6 to the diagnostic test given to all Grade 5 learners at the opening of class. The researchers analyzed the data obtained from the Pre and Post test given to respondents to know the effectiveness of the intervention program.

**Findings:** The results of the pre and post test were compared to determine the significance of the study. Based on the results, it reveals that there is an increase in the results of post test compared in the result of pre-test. A difference of 2.1053 in the mean shows that the learner participants' multiplication skill improved with the help of Project PRRD.

**Research limitations/implications:** It implies that after utilizing the Project PRRD as a Math intervention, there is a significant improvement towards multiplication of selected Grade 5 learners.

**Originality/value:** Project PRRD serves as an intervention program that will help the learners develop mastery in multiplication in simple and enjoyable way.

**Keywords:** multiplication skill, intervention, Mathematics

**SECONDARY MATHEMATICS TEACHERS' AWARENESS OF UTILIZING SOCIAL MEDIA IN THEIR TEACHING IN TANZA NATIONAL TRADE SCHOOL**

TAN-BR-TL-MA-36-22

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**Purpose:** This research study investigated on the secondary mathematics teachers' awareness of utilizing social media in their Teaching in Tanza National Trade School.

**Design/methodology/approach:** The research was conducted through total population sampling. The respondents were the Mathematics Teachers of Tanza National Trade School. Questionnaires consist of the most common type of social media application used in teaching; extent the social media is used; and extent they perceive using social media as important.

**Findings:** It was found out that the teacher-respondents are using Facebook Messenger in their teaching. As to the extent the teachers are using social media,

most of the items obtained "sometimes use" response. With regards to the extent the teachers perceived social media important, all of the 26 items obtained a "somewhat important response. It was also found out that the respondents are not different from each other in terms of gender and year level taught; for number of years in teaching, they were different from each other.

**Research limitations/implications:** Some teacher-respondents weren't able to answer the survey.

**Originality/value:** Due to technology demand nowadays that we are most of the time staying in the digital world, the teachers must be fully aware of the different strategies and demands the social networking sites offer.

**Keywords:** Social Network, Social Media, Mobile Learning, Mathematics Teaching

**STRUCTURED PROJECT-BASED LEARNING :A BLENDED LEARNING STRATEGY TO IMPROVE THE ACADEMIC PERFORMANCE IN MATHEMATICS OF GRADE FOUR PUPILS DURING NEW NORMAL**

TMC-AR-TL-MA-9-22

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**Purpose:** This study aimed to investigate the effectiveness of structured project-based learning as a blended learning strategy to improve the academic performance in Mathematics of among grade four pupils of Trece Martires City Elementary School during new normal form of education.

**Design/methodology/approach:** This study used pre-experimental method utilizing one-group, pretest-posttest design. Ten (30) grade four pupils who were identified with difficulties in understanding the learning competencies on Mathematics based on the pre-test result were chosen using a non-random or purposive sampling. The results of the pre-test and post-test of the participants were compared using paired t-test.

**Findings:** The findings of this study revealed that after the integration of structured project-based learning in teaching Mathematics among the participants improved their academic performance.

**Research limitations/implications:** Project based learning is a teaching method in which learners gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging, and complex question, problem, or challenge

**Originality/value:** Project based learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge.

**Keywords:** Structured Project-Based Learning, Academic Performance, Mathematics, Learning Strategy, Grade four Pupils, Quasi-Experimental

**TEACHERS' CONCEPTION AND PRACTICES IN ENHANCING STUDENTS'  
MATHEMATICAL LITERACY**

TAN-BR-TL-MA-19-22

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**Purpose:** Mathematics teacher has a huge role in helping students to become wise in decision making process and in preparing students for their future career which calls for the development of mathematical literacy among the learners. Thus, this study would like to determine the conceptions and practices of teachers in enhancing students' mathematical literacy.

**Design/methodology/approach:** This study employed a qualitative study, specifically an exploratory case study. Purposive sampling is utilized in the study and the participants are junior high school mathematics teachers at Tanza National Comprehensive High School. The multifaceted nature of mathematical literacy framework by Gooes et. al (2014) was used as basis in developing structured interview guide questions.

**Findings:** The results showed that mathematics teachers' conception about mathematical literacy deals on mathematical reasoning, mathematical communication, and situational problems. On the other hand, the practices of teachers in enhancing students' mathematical literacy only falls on level 2 of PISA Mathematical Literacy Scale.

**Research limitations/implications:** This is only limited to the Junior High School Master Teacher in Mathematics since they provide instructional supervision to the teachers. Furthermore, they also observed the practices of the teacher and thru this the researcher can facilitate an in-depth analysis of the study.

**Originality/value:** The research can help mathematics teachers to develop learning plan, instructional materials and assessment tools aligned with higher level in PISA Mathematical Literacy Scale.

**Keywords:** Conception, Practices, Mathematical Literacy, Multifaceted Nature of Mathematical Literacy Framework

**THE EFFECT OF PROJECT 3M (MULTIMEDIA MENTORING IN MULTIPLICATION) IN THE  
PERFORMANCE OF GRADE-5 PUPILS OF AGUINALDO ELEMENTARY SCHOOL**

KAW-AR-TL-MA-46-22

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**Purpose:** This study aimed to determine the effect of PROJECT 3M: The effects of Multimedia in Mentoring Grade 5 Pupils in dealing Difficulties in Multiplication in the performance of Grade – 5 pupils in Aguinaldo Elementary School specifically in applying the concept of multiplication in daily life situation.

**Design/methodology/approach:** The proponents utilized descriptive design through purposive sampling. Thirty-one (31) respondents or 20% of the entire Grade 5 population were chosen for the study. The respondents' performance in multiplication were determined using teachers-made test approved by the school head, elementary mathematics coordinator and education experts.

**Findings:** The findings revealed that there is a significant difference in the performance of respondents in multiplication before and after the implementation of PROJECT 3M as shown in the preceding data. The difference in the Mean, Standard Deviation (SD), and Mean Percentage Score (MPS) of scores before and after the implementation can be described as the positive effect of the study as learners/respondents can easily grasped the concept and application of multiplication in real life situation using multimedia tools.

**Research limitations/implications:** This study focused only on the performance of selected Grade – 5 learners of Aguinaldo Elementary School in Kawit, Cavite for School Year: 2021-2022. The result described herein are those that relate only to multiplication and not to other aspects of elementary mathematics.

**Originality/value:** The result of the study paved way for the conceptualization and implementation of Project 3M. The respondents deemed it significant to implement the program as a significant approach in improving the arithmetic skills of Grade 5 learners in Aguinaldo Elementary School and in Kawit District in as whole.

**Keywords:** Mentoring, multiplication, multimedia

### THE EFFECT OF PROJECT DIVIDE IN DIVIDING WHOLE NUMBERS USING DIVI-CHIPS

KAW-AR-TL-MA-47-22

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**Purpose:** The main objective of this study is to find out how this PROJECT DIVIDE will help the Grade 4 pupils of Aguinaldo Elementary School to improve their division skills and fluency in the easiest way.

**Design/methodology/approach:** This quantitative study made use of a validated researcher- made tool to analyze the pupil responses. The tool is a paper and pen assessment composed of 10 item tests in division which has 2-digit divisors. This was validated by our school math key teacher prior to its use.

**Findings:** Based on the findings, the respondents depend on division process relies on their dependence on memorization and traditional method but not on its practical manipulation of division equation. By using these manipulative materials known as DIVI-CHIPS students help to develop their mathematical skills and find enjoyment while solving division equations. The findings also indicated that using DIVI-CHIPS can be effective instructional strategy and motivate students when solving division operation.

**Research limitations/implications:** This research focuses on the effectiveness of this Project Divide and its Effect in Dividing Whole Numbers Using Divi-Chips to improve the mathematical skills in division of whole numbers. The respondents are the grade 4 pupils of Aguinaldo Elementary School who are enrolled in the school year 2021-2022.

**Originality/value:** The contribution of this study is to improve the division skills of pupils and how this PROJECT DIVIDE will help the teachers how to teach pupils in solving division equation in the easiest way.

**Keywords:** division fluency, accuracy, mathematical skills, division equation, divi-chips

## **THE PREDICTORS OF MATH 10 ACADEMIC PERFORMANCE IN BLENDED**

### **LEARNING SET UP**

ROS-BR-TL-MA-42-21

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**Purpose:** The country's performance in mathematics and science was also among the lowest in the study and the PISA report. The mathematics literacy of Filipino students achieved an average score of 353 points, which was significantly lower than the OECD average of 489 points.

Given such a problem, the researcher is interested in different variables that might contribute to student academic performance in mathematics. Variables such as student socioeconomic status, computer efficacy, digital literacy are the focus of the study.

**Design/methodology/approach:** This is a quantitative study. The study aims to determine the ability of the independent variables of the study to predict the value of dependent variable. In order to achieve the objective of the study, the researcher use descriptive research design with emphasis on survey method using adapted instrument.

**Findings:** A multiple regression was run to predict MATH 10 academic performance from technology proficiency, digital literacy and socio economic status. These variables statistically significantly predicted MATH 10,  $F(4, 25) = 1.159$ ,  $p < .0005$ ,  $R^2 = .577$ . All four variables added statistically significantly to the prediction,  $p < .05$ .

**Research limitations/implications:** Respondents will consist of junior high school students in the 10th grade because the curriculum guide use by grade 10 math is more organized in terms of weekly allotment of competency compare to senior high school math which is still undergo unpacking. The researcher also believes that in this grade dependency is still evident and independence is about to develop.

**Originality/value:** The utilization of multiple regression analysis in predicting the performance of grade 10 student in mathematics

**Keywords:** Multiple regression, Math 10 predictors

**THE PROJECT DLAS: DEVELOPING LEARNING ACTIVITY SHEETS IN MATHEMATICS:  
AN ACTION RESEARCH**

GEA-AR-TL-MA-5-21

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**Purpose:** The purpose of this action research is to study and determine the significant implications of Project DLAS: Developing Learning Activity Sheets in Mathematics. The learning activity sheets in mathematics are designed to help pupils improve their mastery of the various skills required in the Most Essential Learning Competencies in mathematics.

**Design/methodology/approach:** The level of performance of pupils in mathematics during the pretest and post-test was assessed using the percentage mean and standard deviation. The significant difference between the pupils' mean scores on the pretest and posttest was determined using the t-test.

**Findings:** The Project DLAS: Developing Learning Activity Sheets in Mathematics enhanced pupils' development of their mathematical skills. Additionally, the different learning activity sheets helped to improve the academic performance of the pupils in mathematics. This intervention provided different learning activity sheets that helped the selected grade three pupils in the limited face-to-face classes strengthen their mathematical abilities.

**Research limitations/implications:** The selected grade three pupils who attended the limited face-to-face classes at Bailen Elementary School, Municipality of Gen. E. Aguinaldo, Cavite, for the school year 2021–2022 were chosen as respondents. There were a total of 23 pupil-respondents.

**Originality/value:** This study included various learning activity sheets on how to handle certain mathematical difficulties.

**Keywords:** Learning Activity Sheets, Mathematical Performance

**UPLIFTING THE SKILLS IN SOLVING WORD PROBLEMS USING SELECTED LITERACY  
STRATEGIES IN MATHEMATICS GRADE 6 OF FELICIANO CABUCO ELEMENTARY  
SCHOOL**

TMC-AR-TL-MA-18-21

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**Purpose:** The purpose of this study was to examine the performance of successful word problem solvers on semantically complex word problems, considering their performance on semantically less complex word problems.

**Design/methodology/approach:** A two-sample t-test was used to compare the pre-test scores of the control group and the experimental group. Additionally, a

one-sample t-test was conducted to compare the pre-test and post-test scores within each group.

**Findings:** The study revealed that both basic mathematics competence and language literacy significantly influenced students' ability to solve word problems. However, the impact of basic mathematics competence was found to be greater than that of language literacy. Therefore, teachers should prioritize supporting students in utilizing their mathematics competences, such as calculation and algorithm usage, while also addressing their language literacy skills, including problem understanding and word interpretation.

**Research limitations/implications:** Based on the study findings, the researcher plans to continue implementing these strategies in lesson plans and emphasize reading strategies and problem-solving in the mathematics classroom.

**Originality/value:** This study provides valuable insights and motivation for pupils to improve their mathematical skills and overall literacy. It serves as a helpful resource for students to cope with word problems at their own pace and enhance their mathematical abilities.

**Keywords:** Operations, Math word problem, Uplifting, Literacy

### **UTILIZATION OF AN INTERACTIVE MODULE TOWARDS ENHANCING THE NUMERACY SKILLS OF GRADE 2 LEARNERS**

TAN-AR-TL-MA-34-22

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**Purpose:** This research determined the effect of a developed interactive module in improving the numeracy skills of the Grade 2 learners in an elementary school in Tanza, Cavite.

**Design/methodology/approach:** This study was participated by 567 Grade 2 pupils utilizing pre-test and post-test design. The participants' numeracy level for the subject matter was determined before the intervention was done. After the intervention, the numeracy level of the participants was then evaluated.

**Findings:** Before the intervention, the participants did not meet the expectations for the learning competency that they have to exhibit pertinent to the subject matter. After the intervention, however, the participants showed better outcome; thus, signifying the effectiveness of the intervention used in the study.

**Research limitations/implications:** The major scope of this study was the determination of the effectiveness of an interactive module in improving the numeracy skills of the Grade 2 pupils who participated in the study. Parents' and teachers' evaluations on the project implementation were not included in the study.

**Originality/value:** The study presented an innovative method of strengthening the numeracy skill of elementary school pupils. If further validated, it can be adopted by other schools for the purpose of fulfilling the same aim for their learners.



**Keywords:** Numeracy Skill, Elementary Mathematics, Interactive Module, Elementary School, Basic Education

## UTILIZATION OF EDUCATIONAL VIDEOS IN TEACHING MATHEMATICS FOR GRADE 6 LEARNERS

IND-AR-TL-MA-26-22

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**Purpose:** This action research was undertaken to examine the utilization of teacher-made educational videos in promoting Grade 6 learners' achievement in Mathematics.

**Design/methodology/approach:** This research was a quasi-experiment utilizing one-group pretest-posttest design in which the outcome of interest was measured 2 times: once before and once after exposing the learner-participants to educational math videos. This was conducted in Grade 6 MakaDiyos of Indang Central Elementary School during SY 2022-2023 composed of twenty-five learners

**Findings:** Results revealed that the participants had an overall "very good" perception (mean= 4.28) of the teacher-made educational math videos as an instructional resources in Mathematics measured in terms of how they use the videos, characteristics of the videos used and confidence of the learners in using the videos. Based on t-test results ( $t = -17.29$ ,  $p < .0001$ ), it revealed that a significantly higher posttest scores were obtained by the participants as compared to their pretest scores. Findings revealed that the educational math videos used in this research increased Grade 6 learners' achievement in Mathematics. Thus, educational math videos were effective instructional resources in teaching Grade 6 Mathematics that promote learners' achievement in the subject.

**Research limitations/implications:** The study lasted for only three weeks. Only one class participated in the study.

**Originality/value:** The research used another strategy to examine the utilization of teacher-made educational videos in promoting Grade 6 learners' achievement in Mathematics.

**Keywords:** Educational videos, Mathematics achievement, Grade 6 learners

## TEACHING AND LEARNING - ENGLISH

### A PAGE A DAY CHALLENGE: A LOCALIZED APPROACH IN PROJECT JASMIN: AN INTERVENTION

MAG-AR-TL-EN-10-22

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**Purpose:** To enhance the reading level of Grades 3 instructional readers at Tua Elementary School and prepared an intervention for them.

**Design/methodology/approach:** Using a one group pretest post-test design research, 20 pupils respondents participated in this study and the variables were measured using an adopted instrument. The Philippine Informal Reading Inventory (Phil-IRI) was utilize.

**Findings:** The T-test results of 4.56 with critical value of 2.093 at  $p < 0.05$  which is less than 0.05 level of significance. The null hypothesis of no significance difference prior and after the intervention is rejected. Hence, there is a significance difference in the respondents after the two-month long of reading intervention. These could mean that the intervention has really helped the children's' reading level.

Significant difference existed in the reading level of the pupils after the respondents proved the effectiveness of the intervention.

**Research limitations/implications:** The study focused on reading comprehension of the Grade 3 pupils who fell under instructional readers during the conduct of PHIL-IRI pretest.

**Originality/value:** The utilization of the intervention was proven as effective.

**Keywords:** instructional and independent level, intervention

### ADOPTING SYNAPTIC TLR ON FLIPPED CLASSROOM: INNOVATION FOR TEACHING ENGLISH III

GEA-AR-TL-EN-7-22

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**Purpose:** This study focused on the effect of the innovation, adopting synaptic TLR on flipped classroom approach to the performance of the 32 Grade III pupils of Lumipa Elementary School during the School Year 2021-2022.

**Design/methodology/approach:** The researcher employed quasi- experimental design, Percentage, mean and t-test to compare the effectiveness of adopting synaptic TLR on flipped classroom and the usual pedagogies without the synaptic TLR in teaching the Grade III pupils of Lumipa Elementary School.

**Findings:** It was found out in this study that synaptic TLR and no Synaptic TLR could help the pupils to learn the lesson in English but adopting the synaptic TLR could enhance the performance of the pupils in English. The MPS of the pupils with synaptic TLR was higher than their MPS without the synaptic TLR. Based on the results, the proponent of this study recommends that synaptic TLR be used and sent in advance to the learners, so they could read the materials or watch the videos before the in-class discussion. This intervention is also recommended in teaching English to achieve the proficiency level of the pupils.

**Research limitations/implications:** This study is limited to the 32 Grade III pupils of Lumipa Elementary School during the School year 2021-2022.

**Originality/value:** Synaptic TLRs are a collection of modules and videos which present information strictly about Remembering and Understanding only. During the limited face-to-face classes and in teaching English, the teacher used the appropriate pedagogical approaches using the pivot modules for 10 days, and another 10 days by adopting synaptic TLR on flipped classroom approach.

**Keywords:** SYNAPTIC TLR, INNOVATION, FLIPPED, CLASSROOM

### ASSESSING E-LSMIR AS AN INNOVATIVE INSTRUCTIONAL MATERIALS IN THE LEARNING OF LANGUAGE BASIS FOR DESIGNING A CULTURALLY - PEDAGOGICAL TOOLKIT FOR TEACHERS

AMA-AR-TL-EN-54-22

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**Purpose:** The main objective of this research is to create a culturally-pedagogies toolkit in reading for both learners and teachers in reading enabling them to have a uniformity in teaching -learning process in reading.

**Design/methodology/approach:** The research used a convenient sampling in selecting the respondent, descriptive method was used in getting the mean and SD of the data collected and lastly, the researcher used an independent T-test to know if there's a significant difference between the pretest and post test.

**Findings:** As T-Test result skewed to the left, the showed a significant difference between the reading performance of the learners before and after the implementation of the program. This signifies a positive outcome of this action research.

**Research limitations/implications:** The parameter of this research was based on the Phil- Iri result of the students in Grade 4 in fourth quarter, school year 2021-2022

**Originality/value:** Its an intervention strategies in reading with the used of technology and e-learning materials that will boost the interest of the learners.

**Keywords:** E-LSMIR, Struggling Reader, Frustration Level, Reading Intervention, Chanting in Reading

**BRAINS@NEWNORMAL: ITS EFFICACY TO THE READING DIFFICULTIES OF STRUGGLING READERS IN ENGLISH AT BAILEN ELEMENTARY SCHOOL**

GEA-AR-TL-EN-14-21

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**Purpose:** This action research endeavors to determine the efficacy of BRAINS@NEWNORMAL in the school year 2020-2021 among struggling readers in English at Bailen Elementary School through proposing a developmental plan with reading interventions and reading mechanisms designed for the new normal situation. The main purpose of this study is to provide English reading intervention in the distance learning modality.

**Design/methodology/approach:** The researcher used the English PHIL-IRI in determining the respondents of the study. Learners who are under Frustration level are the purposive samples in the study. Respondents were given pre-test using the self-made assessment. These materials were kept sealed before the assessment proper and it was opened only during the scheduled date of assessment. The researcher oriented the parents of the appropriate reading intervention and reading mechanism applicable to the learners' reading difficulty. After the intervention phase, the researcher conducted the final reading assessment in English. To determine the results of initial and final assessment, the weighted mean and the standard deviation were used. T-test were used to compare the means of the same group at different times.

**Findings:** The calculated and interpreted statistical value confirms the efficacy of BRAINS@NEWNORMAL reading intervention program among the sixth grade at Bailen Elementary School. This result suggests that the launching of the program must be institutionalized and enhanced to greatly address the needs of the struggling readers in English.

**Research limitations/implications:** This study is intended only to Grade six learners under frustration level. Since the study was conducted during pandemic, the researcher had to closely monitor the pre-test assessment and final assessment.

**Originality/value:** Lack of internet connection and unavailability of gadgets have created a challenge on the part of the researcher that led to the uniqueness of this study since this study utilized modular, online, and offline intervention.

**Keywords:**

Keywords: modular, online, offline, assessment

## CREATING A RESEARCH SPACE (CARS) MODEL: THE USE OF RHETORIC IN ESSAY WRITING

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**Purpose:** The purpose of this study is to help students enhance their essay writing skills using CARS model.

**Design/methodology/approach:** Descriptive-experimental research was used in this study which is an approach in research where a variable is described through the use of numeral data. T-test was also utilized.

**Findings:** The demographic profile of the student respondents revealed that majority of the student respondents are males in terms of sex. Likewise, majority of the student respondents are from the sections, Manansala, Legaspi, and Tolentino. There is an improvement in the essay writing of the student respondents as shown in the improved scores given to the essay outputs of the students in their pretest and posttest. There is no difference in the pretest performance of the students when they are writing an essay and the posttest performance after the teacher used the CARS Model in writing.

**Research limitations/implications:** Interviews were conducted with the chosen Grade 10 student authors for two purposes. One is to confirm with them the accuracy of the labeling of rhetorical moves/strategies.

**Originality/value:** The use of Creating a Research Space (CARS) model in essay writing.

**Keywords:** Rhetoric School, Rhetoric, Writing, CARS model

## FROM SCHOOL TO HOME: PROJECT CBAIR (COMMUNITY-BASED ASSISTANCE FOR INTENSIVE READING) A JOINT READING INTERVENTION OF PARENTS AND TEACHERS IN TIME OF PANDEMIC

ALF-AR-TL-EN-15-22  
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**Purpose:** The purpose of this study is to assess the reading performance of the learners in Pansin Elementary School before and after the intervention project CB-AIR is implemented.

**Design/methodology/approach:** A quantitative research design was used and a T-test was employed to determine the significant difference in the reading performance of the 28 identified struggling readers after Project CB-AIR was implemented.

**Findings:** The reading performance of the sample learners has a weighted mean of 1.36 before the project intervention and 4.29 respectively after the intervention. This means that most of the learners can read only syllables and

words before the intervention but can read phrases and sentences after the intervention. This was supported by the t-test result of 2.93 which is greater than the critical value of 2.0518 at the .05 alpha level.

**Research limitations/implications:** This study was limited to 28 identified struggling readers in Pansin Elementary School who are beneficiaries of the school's CB-AIR project. The result implies that the reading intervention is effective in improving the reading performance of the learners in times of pandemic.

**Originality/value:** Project CB-AIR was implemented to help the learners improve their reading ability during distance learning. Based on the result that there is a significant impact on the reading performance of the learners, this project may be adopted as an intervention reading project across grade levels, and schools specifically in times of pandemic.

**Keywords:** reading performance, reading intervention, reading volunteers

**GRAMMAR COOKIES DELIVERY! ACHIEVING ENHANCED WRITING PROFICIENCY LEVEL IN THE POST-PANDEMIC ERA**

MAR-AR-TL-EN-2-22

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**Purpose:** This action research sought to find out the efficacy of Grammar Cookies in achieving enhanced writing proficiency level of Grade Seven learners at Maragondon National High School, S.Y. 2022-2023.

**Design/methodology/approach:** The researchers utilized the One-Group Pretest-Posttest Design since the writing proficiency level of the selected learners-at-risk was measured before and after the utilization of Grammar Cookies at the comforts of their barangay or even at home. Furthermore, a self-made Writing Proficiency Test inspired by The ACTFL Proficiency Guidelines 2012 was used during the administration of pretest and posttest.

**Findings:** Findings revealed that from the mean score of 5.40 categorized as Novice level, it skyrocketed to 14.20 categorized as Advanced level. This signified an improvement in the writing proficiency of the learners concerned after using Grammar Cookies since there was a significant difference in the mean scores for Quarter 1 and Quarter 2 since the computed t (2.83) was greater than the critical t-value (1.76). The research revealed that the use of Grammar Cookies played a great role in achieving enhanced Writing Proficiency level of learners in the Post-Pandemic Era. They really enjoyed the said intervention material.

**Research limitations/implications:** The study was only limited to achieving enhanced writing proficiency level of Grade Seven learners at Maragondon National High School, S.Y. 2022-2023 using Grammar Cookies and through the help of the community. During the implementation, the researchers also observed that the community became pivotal in motivating the concerned learners to be the best that they can be.

**Originality/value:** Grammar cookies may be added as one of the salient features of the school's POWER-IT-UP and I-LIKHA programs.

**Keywords:** Grammar cookies, writing proficiency level, ACTFL Proficiency Guidelines 2012, community

**GRAMMAR REINFORCEMENT TO OVERCOME WRITING TECHNICALITIES AND HINDRANCES (PROJECT GROWTH) THROUGH THE UTILIZATION OF MOBILE APPLICATION DEVELOPMENT (MAD) PROGRAM**

MAR-AR-TL-EN-9-22

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**Purpose:** This study aims to enhance and develop the writing skill of the students through grammar reinforcement using the Mobile Application Development (MAD) Program.

**Design/methodology/approach:** The researchers administered a pre - test on grammar reinforcement before the utilization of MAD Program. The reinforcement focused on the subject - verb agreement. The result of the test was recorded and analyzed. Consequently, the grammar reinforcement with the utilization of MAD Program was administered within the first quarter of the school year. The scores were analyzed using Learning Outcome Assessment, while, Hake Factor was used to determine the significant difference between the Pre – Test and the Post Test mean percentage scores.

**Findings:** Based from the data gathered, the Pre – Test and the Post Test's mean percentage score show a Hake's gain score of 0.37 with a verbal interpretation of "Medium Gain". It clearly shows that the use of MAD program has a positive effect on the grammar intervention among the students.

**Research limitations/implications:** Nevertheless, this study was limited to grammar intervention in terms of the subject – verb agreement among the Grade 11 HUMSS students of SY 2022 – 2023 in Bucal National Integrated School.

**Originality/value:** This reinforcement created a mobile application designed for grammar activities that capacitated the needs of the students in terms of grammar competency. Moreover, it promotes the use of technology to cater the learning needs of the students as the majority of them are exposed to it.

**Keywords:** Grammar Competency, MAD Program, Project GROWTH, Subject – Verb Agreement

## **IMPLEMENTATION OF READING INTERVENTION PROGRAM AND EXPERIENCES OF READING TEACHERS IN THE SECONDARY SCHOOLS OF TERNATE DISTRICT**

TER-BR-TL-EN-1-22

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**Purpose:** Ternate District's initiative in conducting reading program is grounded on the needs of the learners to acquire reading and comprehension skills. Hence, this research was conducted to assess the implementation of the reading program and explore the lived experiences of reading teachers in the district's secondary schools.

**Design/methodology/approach:** Mixed research method was employed by using the quantitative data result of the reading tests and by conducting an interview to explore the lived experiences of the participants.

**Findings:** Quantitative data revealed that the comprehension level of the learners improved through the reading intervention program. The transcribed responses of the reading teachers revealed that their experience was rewarding and exciting. This led them to understand the learner and also develop their personal and professional skills. Challenges encountered were busy schedule, lack of parental support, slackness, and low retention level. Best practices include leveling up through compassionate effort and empowering volunteers, thus promote collaboration.

**Research limitations/implications:** With the goal to bridge literacy gaps among learners, prioritizing reading program is the priority in the district in fulfilling its commitment to make every learner a reader or "Bawat Ternatenyo Bumabasa".

**Originality/value:** Monitoring and evaluation of the program status and understanding the situation of the teachers allowed the improvement and expansion of the reading program to ensure its success.

**Keywords:** reading intervention program, comprehension, reading teachers, monitoring and evaluation

## **IMPROVING THE READING PERFORMANCE THROUGH THE UTILIZATION OF E-LEARNING VIDEOS**

TAN-AR-TL-EN-18-22

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**Purpose:** Utilization of teacher-made e-learning videos aims to determine the effectiveness of this intervention on the progress in reading performance of Grade 3 struggling readers in English. This intervention further aims to address the teachers' concerns on assisting the struggling readers in reading.

**Design/methodology/approach:** Both pre-test and post-test were conducted on the struggling readers. Pre-test was given prior to the utilization of e-videos and a



post-test was administered right after the application of the intervention. In this program, struggling readers engaged /joined reading sessions with the class adviser who served as reading teacher following the structured activities with its allotted time. The results of the assessment were subjected to statistical analysis specifically Mean, Standard Deviation, and t-Test.

**Findings:** There is an increase in the level of achievement of the participants based on the mean scores. The result implies that there is a significant difference between the learners' pre-test and post-test results after the intervention had been applied. The positive difference revealed that teacher-made e-learning videos are advantageous.

**Research limitations/implications:** It was delimited for the struggling readers of Grade 3 to determine the effectiveness of the intervention on the reading performance in English.

**Originality/value:** This action research can be a basis for the school to increase the level of reading performance of the struggling readers in English, it will be helpful and beneficial to other learning areas as well

**Keywords:** Reading Performance, Teacher-made E-learning Videos, Struggling Readers

### INTEGRATION OF DIGITAL TEXTS AND ONLINE MEDIA TO THE PROJECT GO BASA TO INCREASE THE READING COMPREHENSION OF FCES STUDENTS

TAN-AR-TL-EN-38-22

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**Purpose:** The purpose of this study was to examine the perceived impact of Project GO BASA on the reading comprehension skills of the participants.

**Design/methodology/approach:** The participants were selected through purposive sampling, and a quasi-experimental method was employed for this study.

**Findings:** Following the implementation of the intervention program, it was observed that nine participants, which accounted for eleven percent (11%) of the population, were able to achieve the "Instructional Reading level." This indicated that these participants benefitted significantly from the teacher-directed training in reading. However, the remaining 89% of the respondents still struggled with reading comprehension and remained in the frustration level. The Test of Difference on the Student-participants' Reading Comprehension Level Before and After the Intervention Program yielded a t-value of 6.50, leading to the rejection of the null hypothesis (H0). The obtained p-value of .00 indicated statistical significance.

**Research limitations/implications:** This study was limited to Grade 4 students enrolled at Felipe Calderon Elementary School during the SY 2022-2023.



**Originality/value:** The findings of this study can serve as a basis for the top management of Felipe Calderon Elementary School to enhance their Continuous Improvement Programs (CIP) in relation to reading comprehension. It highlights the significance of Project GO BASA in improving students' reading skills.

**Keywords:** Go Basa, Reading Comprehension, Digital Text, Online Media

### **LE Y ENTENDE (READ AND UNDERSTAND): A COLLABORATIVE READING INTERVENTION PROGRAM FOR GRADE 7 STUDENTS**

TER-AR-TL-EN-3-22

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**Purpose:** Reading is a requisite skill on all content areas, hence, closing achievement gaps gives a multitude of benefits on a child's learning process. Since there are still many Grade 7 learners who struggle in reading, Le Y Entende (Read and Understand), a collaborative intervention program was conducted to improve the comprehension level of learners under frustration level.

**Design/methodology/approach:** This action research utilized a quantitative research design wherein the pre and post reading comprehension test was analyzed statistically to determine if there is a significant difference in the test result of the learners before and after the intervention. The participants of the study were seventy-one (71) Grade 7 struggling readers in Ternate Integrated National High School.

**Findings:** Mean score and z-test statistics revealed that there is a significant difference and improvement in the comprehension level of the learners after Le Y Entende intervention. At the end of the school year, readers under frustrated level decreased by 42% wherein thirty-seven percent (37%) of learners progressed to instructional level and 6% improved to independent level.

**Research limitations/implications:** This study was limited in the analysis of the comprehension test and level of the respondents. Collaboration and use of different reading strategies amid the pandemic was the main approach utilized by the researcher.

**Originality/value:** This action research is significant in nurturing a culture of reading which is a requisite skill on all content areas for the school to be able to uphold its commitment to make every learner a reader at a grade level.

**Keywords:** read and understand, reading program, comprehension level

**LOCALIZED AND CONTEXTUALIZED INTERACTIVE ASSESSMENT IN MODULAR  
CONTEXT: STRATEGY TO IMPROVE THE ACADEMIC PERFORMANCE IN ENGLISH  
AMONG GRADE 5 LEARNERS**

TMC-AR-TL-EN-2-22

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**Purpose:** This study aimed to investigate the effectiveness of localized and contextualized interactive assessment in teaching English to grade five learners at Trece Martires City Elementary School during the new normal.

**Design/methodology/approach:** A pre-experimental method was used, specifically a one-group, pretest-posttest design. Thirty grade five pupils who were identified as having difficulties in understanding English learning competencies, based on the pre-test results, were selected using purposive sampling. The participants' pre-test and post-test results were compared using paired t-tests.

**Findings:** The findings revealed that the integration of localized and contextualized interactive assessment in teaching English improved the academic performance of the participants.

**Research limitations/implications:** The concept of localization and contextualization is based on the belief that learners learn best when their classroom experiences are meaningful and applicable to their daily lives. Lasting learning is achieved when learners are actively engaged. To effectively use localization and contextualization in teaching, it is essential to incorporate learning by doing, applied learning, and manipulative learning.

**Originality/value:** Deep learning can be achieved when learners are placed in an authentic learning environment that allows them to interact with and adapt to various learning opportunities and resources within their community. By connecting and presenting lessons in the context of the local environment, culture, and resources, instructors and students gain a better understanding of the topics. This approach makes classes more relevant, personalized, and meaningful.

**Keywords:** localized and contextualized interactive assessment, academic performance, English, grade five pupils, pre-experimental

**MAKING WAYS IN READING INTERVENTIONS DURING THE LIMITED FACE TO FACE:  
AN EVALUATION**

ALF-AR-TL-EN-20-22

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**Purpose:** : The main purpose of this research was to determine the effect of Yes to RANDY (Reading Advocacy to Nurture and Develop the Youth) and different innovations like Project BEAR (Be Enjoy About Reading) with COPS where the

policemen are the only authorized person to go outside during COVID 19 pandemic, they give volunteer tutorial services in reading like creative storytelling used by localized reading materials from the school and stakeholders.

**Design/methodology/approach:** Participants were 40 pupils from Kinder to Grade 3 or key stage 1 struggling readers and under the frustration level based on the PHIL-IRI test result. T Test was used to know the significant difference before and after the program.

**Findings:** There is a significant difference between the score in the learners' pretest and posttest after the implementation of YES to Randy Reading Program. The proponents recommend the need to sustain projects, innovations, intervention, and strategies used in improving reading skills with limitations in using online platforms.

**Research limitations/implications:** Study was limited to Upli Elementary School pupils under struggling and frustration level.

**Originality/value:** The Yes to RANDY project and reading innovations help struggling readers under the frustration level that improve pupils reading level and skills.

**Keywords:** YES to RANDY Reading Project

**PROBLEM-BASED LEARNING WITHIN DIFFERENTIATED INSTRUCTION: STRATEGY TO IMPROVE THE ACADEMIC PERFORMANCE IN ENGLISH OF GRADE SIX PUPILS**

ROS-AR-TL-EN-17-22

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**Purpose:** This study aimed to investigate the effectiveness of problem-based learning within differentiated instruction as a strategy to improve the academic performance in English among grade six pupils.

**Design/methodology/approach:** This study used Pre-experimental method utilizing one-group, pretest-posttest design. Thirty grade six pupils who were identified with difficulties in understanding the learning competencies on English based from the pre-test result were chosen using purposive sampling. The results of the pre-test and post-test of the participants were compared using paired t-test.

**Findings:** Results revealed that the use of problem-based learning within differentiated instruction improved the academic performance in English of the participants.

**Research limitations/implications:** Problem-based learning within differentiated instruction allows students to think creatively both when designing and then communicating their ideas, knowledge and global connections. It alleviates English anxiety and sparks critical thinking.

**Originality/value:** The problem-based learning can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can

also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning.

**Keywords:** Problem-based learning, English, Academic Performance, Grade Six Pupils, Pre-Experimental

**PROJECT BASA NI JUAN: THE EFFECTS OF VIRTUAL MENTORING IN GRADE ONE PUPILS' DIFFICULTIES IN READING AND COMPREHENSION**

KAW-AR-TL-EN-33-22

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**Purpose:** The purpose of this study is to determine the effect of virtual mentoring in improving the reading and comprehension skills of Grade 1 pupils in Gahak-Marulas Elementary School.

**Design/methodology/approach:** This qualitative study used pupil's reading profile and validated tools as the instrument for data collection and study.

**Findings:** Based on the study, home facilitator's knowledge of the lesson and availability to teach the learner have great impact in the development of learners reading and comprehension skills. Furthermore, with the collaboration of the teacher and the home facilitator in bringing up the skill of the learner in reading and comprehension is needed. However, after the implementation of Project Basa ni Juan from 10 struggling learners turned into 2 pupils who can read words and phrases and 8 pupils can read simple sentences.

**Research limitations/implications:** This research study focuses on the improvement and development of reading and comprehension skills of Grade 1 pupils of Gahak-Marulas Elementary School. The respondents are Grade 1 pupils enrolled in school year 2021-2022 of the said school.

**Originality/value:** The main objective of this action research is to help Grade 1 pupils improve and develop their reading and comprehension skills. However, the result may also be used in Gahak-Marulas Elementary School as a basis in planning and innovation making towards the reading instruction under the New Normal.

**Keywords:** comprehension, skills, collaboration, home facilitator

**PROJECT BTS (BASA FOR TUANIAN STRUGGLING LEARNERS):AN INTERVENTION**

MAG-AR-TL-EN-8-22

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**Purpose:** The determined reading level of Grades 4, 5, and 6 at Tua Elementary School and prepared an intervention for them.

**Design/methodology/approach:** Using a one group pre-test post-test design research, 20 pupils' respondents participated in this study and the variables were



measured using an adopted instrument. The Philippine Informal Reading Inventory (Phil-IRI) was utilized

**Findings:** The T-test results of 7.75 with critical value of 1.73 at  $p < 0.05$  which is less than 0.05 level of significance. The null hypothesis of no significance difference prior and after the intervention is rejected. Hence, there is a significance difference in the respondents after the two-month long of reading intervention. These could mean that the intervention has really helped the children's' reading level. Significant difference existed in the reading level of the pupils after the respondents proved the effectiveness of the intervention.

**Research limitations/implications:** The study focused on reading comprehension of the struggling readers among intermediate pupils who fell under frustration during the conduct of PHIL-IRI pre-test.

**Originality/value:** The utilization of the intervention was proven as effective.

**Keywords:** frustration, instructional and independent level, struggling readers, intervention

### **PROJECT CATCH UP: A READING INTERVENTION IN ENGLISH FOR GRADE THREE LEARNERS THROUGH E-LEARNING VIDEOS**

TAN-AR-TL-EN-49-22

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**Purpose:** With learners struggling to meet learning standards in early language, literacy, and numeracy, the researchers were prompted to implement an intervention that addresses learners' reading comprehension skills through Project CATCH UP where e-learning videos developed by Grade Three teachers at Punta Elementary School during the pandemic were utilized to identify and help learners with problems on their reading comprehension skills.

**Design/methodology/approach:** Descriptive statistics was used to show the pre-test and post-test results of the learners. Meanwhile, paired samples t-test was utilized to see if there is a significant difference between the pre-test and post-test performance of the learners.

**Findings:** The post-test results showed a remarkable increase in the mean of the scores from 3.81 in the pre-test to 8.03 for the post-test scores. The paired sample t-test yielded an alpha value of  $3.84 \times 10^{-14}$  indicating a significant difference in the performance of the learners before and after the implementation of the intervention evidenced by their pre-test and post-test scores. The researchers conclude that the e-learning videos were effective interventions and recommend the use of these materials in the new normal setup for further studies.

**Research limitations/implications:** It was delimited for the 31 learners who were identified as slow readers in reading sentences with comprehension.

**Originality/value:** This action research can be used as a basis for honing the reading comprehension of the learners. It may also be used by other learners in different grade levels with the same reading comprehension level.

**Keywords:** Reading Comprehension, Teacher-made E-learning Videos

**PROJECT E-BIKE: ENHANCING AND BREAKING THE GAP THROUGH INTERVENTION FOR KIDS EDUCATION IN READING**

TER-AR-TL-EN-10-21

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**Purpose:** Developing readers who are proficient in reading, those who can read and comprehend the texts being read, is one of education's key objectives.

**Design/methodology/approach:** In this study, the test results of the participants were studied using descriptive statistics such as mean and standard deviation. Additionally, to determine if there is a significant difference in the learners' reading comprehension level in both before and after Project E-BIKE: Enhancing and Breaking the Gap Through Intervention for Kids Education in Reading, inferential statistics such as the t-test for paired samples were used.

**Findings:** Students in Grade 3 often perform below average, with a mean efficiency score of 37.88 and a median of 3%. The average score for 13 fourth-grader was 37.18, and the average percentile score was 33.33. In grade 5, the mean score was 40.48, and there were 18 students with a common percent score of 42.85. In grade 6, students achieve a mean score of 37.89 and an average percentage score of 28.57.

**Research limitations/implications:** The results of this research were only limited to 82 frustration readers of Grade 3-6 of Ternate Central Elementary School.

**Originality/value:** The research was based on the result of the results of the PHIL IRI test during the school year 2021-2022

**Keywords:** Reading Comprehension, Reading Level, Frustration and intervention

**PROJECT ERMA 2.0 (EXPANDED READING WITH MULTIMEDIA APPROACH): STRENGTHENING READING PROFICIENCY IN ENGLISH AMONG GRADE 3 LEARNERS**

TAN-AR-TL-EN-30-22

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**Purpose:** This research determined the effectiveness of 'Project ERMA' (Expanded Reading with Multimedia Approach) in strengthening the reading proficiency of selected Grade 3 non-readers at Felipe Calderon Elementary School.

**Design/methodology/approach:** This study was participated by 20 Grade 3 pupils utilizing one group pre-test and post-test experimental design. The participants' reading proficiency was determined before and after the intervention using the



assessment tool for the Early Language Literacy and Numeracy (ELLN) Program of the Department of Education.

**Findings:** Before the intervention, the participants were generally found to be at 'satisfactory reading proficiency level.' After the intervention, however, the participants were found to achieve the 'outstanding reading proficiency level' thus; signifying significant improvement in their reading proficiency.

**Research limitations/implications:** The major scope of this study was the determination of the effectiveness of 'Project ERMA,' an intervention to enhance the reading proficiency of Grade 3 pupils who are non-readers in English. Parents' and teachers' evaluations on the project implementation were not included in the study.

**Originality/value:** The study presented an innovative method of strengthening the reading proficiency of elementary school pupils. If further validated, it can be adopted by other schools for the purpose of fulfilling the same aim for their learners.

**Keywords:** Reading Skill, English Language Proficiency, Elementary School, Basic Education

**PROJECT HEAL (HELPING AND ENRICHING AT-RISK LEARNERS) IN IMPROVING LITERACY AND NUMERACY SKILLS OF GRADE 2 STRUGGLING LEARNERS IN CONCHU ELEMENTARY SCHOOL**

TMC-AR-TL-EN-5-22

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**Purpose:** This study aimed to determine the effectiveness of using PROJECTHEAL in Improving the Literacy and numeracy of selected Grade II At-risk pupils in Conchu Elementary School.

**Design/methodology/approach:** Using the 15 identified learners at-risk in literacy and 10 identified at-risk in numeracy as respondents of Grade 2. The data was gathered through the pre-test and post-test this was validated by the Learning Resource Team of Conchu Elementary School and the Division English Evaluator.

**Findings:** This study used a T-test to determine the effectiveness of Project HEAL. As a result, there was a significant difference between the pre-test and post-test in Literacy and Numeracy. This Proved that the Project HEAL of Conchu Elementary School is very effective for struggling learners in reading and numeracy. It also proved that nothing beats face-to-face instruction.

**Research limitations/implications:** The study was limited to the selected 15 Grade 2 learners of Conchu Elementary School who underwent 6 weeks remediation program and was identified as at-risk learners in literacy and numeracy.

**Originality/value:** The contributions of the study determined the significant difference between the mean of the learners' pretest and post test scores in



literacy and numeracy and sought to the effectiveness of using Project HEAL as an intervention to improve the literacy and numeracy level of the respondents.

**Keywords:** Effectiveness, Significant, Improvement, Literacy and Numeracy

**PROJECT I-CARE (INTENSIFY CHILDREN WITH AFFECTION OF READING BECOME ERUDITE) AS AN INTERVENTION IN ENHANCING THE READING COMPREHENSION SKILLS OF GRADE THREE PUPILS AT CARMEN ELEMENTARY SCHOOL**

SIL-AR-TL-EN-24-22

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**Purpose:** This study aimed to assess the effectiveness of Project I-CARE (Intensify Children with Affection of Reading become Erudite) as an intervention in enhancing the reading comprehension skills of grade three pupils at Carmen Elementary School, as basis for an action plan.

**Design/methodology/approach:** The study made use of quantitative research and pre-experimental in nature using one group to measure the improvement of pupils' reading comprehension skills after they were exposed to Project I-CARE.

**Findings:** The significant findings of the study were: (1) the target pupils belong to frustration level in terms of reading comprehension skills before Project I CARE was utilized; (2) there are 32 or 55.17 percent of the target pupils who belong to independent level, 14 or 24.14 percent belong to instructional level and 12 or 20.69 percent belong to frustration reading comprehension skills after Project I CARE was utilized; (3) there is a significant difference between the pre-test and posttest reading comprehension skills of the target pupils. This means that Project I CARE is an effective intervention in enhancing pupils' reading comprehension skill.

**Research limitations/implications:** This study was implemented on grade three pupils of Carmen Elementary School, in the School Year 2021-2022. 58 pupils participated in the utilization of the intervention.

**Originality/value:** This research would be valuable to school administrators and teachers from elementary level in planning and designing reading intervention program in improving pupils' reading proficiency level.

**Keywords:** Keywords: Project I-CARE, Intervention, Reading Comprehension Skills, 58 learners, Carmen Elementary School



**PROJECT I-LAMP AND ITS EFFECTS ON THE READING AND COMPREHENSION SKILLS OF SELECTED GRADE 7 STUDENTS OF EMILIANO TRIA TIRONA MEMORIAL NATIONAL INTEGRATED NATIONAL HIGH SCHOOL SCHOOL YEAR 2020-2021**

KAW-AR-TL-EN-43-21

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**Purpose:** The purpose of this research is to know the effectiveness of Project I-LAMP as a reading intervention program to selected Grade 7 struggling readers in the new normal and to consequently provide appropriate intervention in developing their reading and comprehension skills.

**Design/methodology/approach:** This study used the descriptive research design. The instruments used in gathering data were validated teacher-made questionnaires- Set A and Set B and patterned after the Phil-IRI Manual 2018. It was given to the respondents as part of their Learning Kits secured at the school drop off points.

**Findings:** The results say there is a significant difference between the pre-test and post test scores in the reading skills of the students as the computed T-value of 15.568 is greater than the critical value of 2.032 at 0.05 level of significance. Likewise, there is a significant difference between the pre-test and post test scores in the comprehension skills of the students as the computed T-value of 69.034 is greater than the critical value of 2.032 at 0.05 level of significance.

**Research limitations/implications:** This study is limited only to selected grade 7 students who were identified as struggling readers in the implementation of the Modular Distance Learning modality and focused only on the development of reading and comprehension skills of the respondents.

**Originality/value:** The findings of this reading intervention program (Progressive Reading Technique) would serve as a benchmark for the school in improving further the existing reading program that aims to develop the reading and comprehension skills of struggling readers.

**Keywords:** Modular Distance Learners, Project I-LAMP, Drop Off Points, Learning Kits, Progressive Reading

**PROJECT RAISE:AN INTERVENTION PROGRAM TO IMPROVE READING COMPREHENSION OF HPES MAIN GRADE 5 PUPILS**

TMC-AR-TL-EN-13-22

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**Purpose:** to identify the effectiveness of intervention used in the conduct of remedial reading.

**Design/methodology/approach:** The 71 Grade V pupils of HPES Main for the School Year 2021-2022 who fell on the frustration level on the conduct of PHIL-IRI

served as the respondents of the study. The following are the sources of data : the research made instrument with adapted paragraphs and stories and the pre-post test.

**Findings:** The data from the Pre-Post reading comprehension test indicated that improves their reading comprehension. Pupils mean score of reading comprehension test in the beginning of the study was 27, meanwhile after applying Project their mean percentage score improved to 39.

**Research limitations/implications:** some factors that are not related in reading comprehension

**Originality/value:** Effectivity of PROEJECT RAISE

**Keywords:** Project RAISE,intervention, HPES Main Grade 5 pupils

### PROJECT READY (READY, ENHANCE AND DEVELOP YOUNG READERS) AN INTERVENTION FOR GRADE 2 STRUGGLING READERS

TAN-AR-TL-EN-25-22

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**Purpose:** This study aimed to determine the effectiveness of an intervention which is teacher made e-learning videos on the progress of reading performance of Grade 2 struggling readers.

**Design/methodology/approach:** The research method used in this research were pretest and posttest design. Pretest and posttest were administered by the researchers with the help of the advisers. Descriptive statistics was employed when Mean, Standard Deviation were calculated to check the progress. Moreover, to validate the significant differences, inferential statistics was applied through the Paired T-Test.

**Findings:** Project READY improved the reading skills of the Grade 2 struggling in recognition of vowel sounds and words based on the result of pretest and posttest. Moreover, this intervention was proven effective

**Research limitations/implications:** The study was limited to Grade 2 struggling readers of Punta Elementary School. To determine the effectiveness of the intervention on the reading performance in reading.

**Originality/value:** Project Ready is a reading intervention program in response to the distance learning with the use of teacher made e-learning videos focused on reading vowels, sounds, cvc words, cvcc words and basic sight words and monitored the progress by Reading Progress Report through face-to-face reading sessions with the adviser.

**Keywords:** Project READY- (Ready, Enhance and Develop Young readers), Struggling Readers- a child who has difficulty learning to read, Distance Learning- education of students who may not always be physically present at school, Teacher made e-learning videos- refers to learning experiences facilitated through video made by the teachers

**PROJECT REAL (READ EVERYDAY AND LEARN) : AN INNOVATION**

MAG-AR-TL-EN-20-22

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**Purpose:** The aim of this study is to improve the reading skills of the students having difficulty in reading in Ramirez Elementary School through Project REAL (Read Everyday And Learn), a reading program.

**Design/methodology/approach:** The researcher administered the Phil- IRI at the school population to get the target samples. This was conducted on the third quarter of the school year. The procedure in administering the Phil- IRI were observed by the researcher in getting the results. After the Phil- IRI, the researcher used the results of the samples for pre- test and post-test.

**Findings:** Based on the results, it showed that the Project REAL is significant relative to the result on the paired t-table. The pretest obtains a Mean of 0.97 while the post-test obtains 3.71. Mean difference is -2.743.

**Research limitations/implications:** Every research has its limit and these limitations arise due to restrictions in methodology or research design. The research limit of this study is the struggling readers in Ramirez Elementary School. Furthermore, what limits the researchers are time and the pandemic.

**Originality/value:** The researchers cannot say that this paper is of high originality because every school in the district conducted the same kind of research. All we can say is that this research is holistic in nature as it was conducted comprehensively.

**Keywords:** Reading, Intervention, Innovation

**PROJECT SCAFFTECH: AN INTERVENTION IN IMPROVING PUPIL`S WRITING SKILLS IN NEW NORMAL**

IND-AR-TL-EN-38-22

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**Purpose:** The purpose of this study is to find ways of helping pupils who find difficult to write composition writing. The aim of this action research is to help teachers on how to deal and teach the pupils in improving their writing skills, not only to produce good readers but efficient writers too.

**Design/methodology/approach:** Thirty-eight pupils were used as respondents of the study who were tasked to write pre-writing or initial writing and post writing after administering the five- month intervention program where in the research instrument for initial writing/final writing and its equivalent numerical value of rubrics was validated by research specialists' i.e. principal and master teachers in the municipality of Indang.

Descriptive analysis of Initial writing and Final Writing was used to show the statistical significant difference before and after the intervention was done.

**Findings:** Findings showed that there was a highly significant difference between the mean of Initial Writing (1.6579) and Post-Writing (2.8158) using T-Test with T-value of 2.03 which is highly significant meaning that the intervention given was effective for the improvement of pupils writing skills.

**Research limitations/implications:** The use of Project SCAFFTECH for 38 Grade-VI pupils showed highly significant difference based on pre-test and post-test. The pupils' writing skill has improved significantly and the intervention used was highly recommended for intermediate English teachers.

**Originality/value:** The research was done at Guyam Elementary School S.Y. 2021-2022 to know the significance of using scaffolding technique as intervention in improving pupils writing skills among the grade six pupils.

**Keywords:** Core Values formation, Patriotism, Environmentalism, Holiness, Value Sheets

### **PROJECT SHARE (SAVE HELP ADOPT AND RESCUE): ITS IMPACT TO STRUGGLING GRADE 2 TO 3 PUPILS OF PALAWIT ELEMENTARY SCHOOL**

TMC-AR-TL-EN-14-22

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**Purpose:** To identify the Impact of Project SHARE to Non-readers and Frustration Readers of Grade 2 to Grade 3 Pupils in Palawit Elementary School.

**Design/methodology/approach:** Descriptive quantitative research design was used. The researchers used the purposive sampling technique. Moreover, data were analyzed using Frequency count, Percentage, and T-Test.

**Findings:** Results of the study show that during Pre-implementation there were 17 non-readers, and 73 are under reading level of frustration while after the Project SHARE implementation, the non-readers were eradicated and 60 frustration readers in Grade 2 and Grade 3 pupils. Moreover, results showed that there was a significant difference between the pre-implementation and post-implementation in the reading level of the pupils.

**Research limitations/implications:** Based on the study findings, there was a significant improvement in the reading abilities of frustration and eradicating the non-readers of grade 2 to 3. Approaches used in project SHARE in reading are effective in improving the abilities of frustration and non-readers from grade 2 to 3 in the new normal.

**Originality/value:** Since project SHARE and approaches in reading had been found effective in teaching reading, teachers are encouraged to use them.

**Keywords:** Non-readers, frustration readers, reading intervention, reading

**PROJECT SPEARS: A KEY TO IMPROVE READING PROFICIENCY LEVEL OF GRADE II PUPILS AT CARMEN ELEMENTARY SCHOOL**

SIL-AR-TL-EN-22-22

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**Purpose:** This study aimed to assess the effectiveness of Project SPEARS: A Key to Improve Reading Proficiency Level of Grade II Pupils at Carmen Elementary School, as basis for an action plan

**Design/methodology/approach:** The study made use of quantitative research and pre-experimental in nature using one group to measure the improvement of pupils' reading proficiency skills after they were exposed to Project.

**Findings:** The significant findings of the study were: (1) the target pupils belong to frustration level in terms of reading proficiency skills before the program was utilized; (2) there are 10 or 33.33 percent of the target pupils who belong to independent level, 12 or 40 percent belong to instructional level and 8 or 26.67 percent belong to struggling reading proficiency skills after program was utilized; (3) there is a significant difference between the pre-test and posttest reading proficiency skills of the target pupils.

**Research limitations/implications:** This means that SPEARS is an effective intervention in enhancing pupils' reading proficiency skill.

**Originality/value:** This research would be valuable to school administrators and teachers from elementary level in planning and designing reading intervention program in improving pupils' reading proficiency level.

**Keywords:** SPEARS, Intervention, Reading Proficiency Skills.

**PROJECT SPEARS (SPEECH AND PRONUNCIATION ENHANCED ACCELERATED READING SYSTEM): A KEY IN MITIGATING STRUGGLING READERS AMONG GRADE THREE PUPILS AT BAGONG BUHAY ELEMENTARY SCHOOL**

SIL-AR-TL-EN-16-22

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**Purpose:** This study aimed to assess the effects of Project SPEARS (Speech and Pronunciation Enhanced Accelerated Reading System) as an intervention in mitigating struggling readers among grade three pupils at Bagong Buhay Elementary School, as basis for an action plan.

**Design/methodology/approach:** The study employed of quantitative research and one group pre-test post test design to assess the effects of of Project SPEARS in improving pupils' reading proficiency skills.

**Findings:** The significant findings of the study were: (1) All pupil-respondents belong to frustration reading proficiency skills before the implementation of Project SPEARS. (2) Majority of the target pupils belong to instructional reading proficiency

level in terms after the implementation of Project SPEARS. (3) There is a significant difference between the pre-test and posttest reading proficiency skills of the pupil-respondents. Project SPEARS is effective in improving pupils' reading proficiency skills.

**Research limitations/implications:** This study was limited to one hundred sixteen grade three pupils from twenty-two sections who belong to frustration reading level from Bagong Buhay Elementary School, District of Silang, Division of Cavite, in the School Year 2021-2022.

**Originality/value:** This research would be valuable to school administrators and primary teachers in designing reading intervention program in improving pupils' reading proficiency level.

**Keywords:** Project SPEARS, Mitigating, Struggling Readers

### PROJECT SUDAP (SUPERVISION TO UNLEASH DIFFICULTY AMONG PUPILS) IN READING

TAG-AR-TL-EN-1-22

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**Purpose:** Project E- SUDAP (Enhanced Supervision to Unleash Difficulties among Pupils) in reading aims to improve the reading comprehension level of grade four pupils of Dapdap Elementary School using the Question-Answer Relationship Strategy (QAR).

**Design/methodology/approach:** Descriptive method of research was used in the study to find out the reading performance of the pupils. The data gathered were tabulated, evaluated and analyzed using percentages to identify the reading levels of the pupils. T-test was used to determine significant correlation between the pretest and posttest results in reading, specifically in reading comprehension.

**Findings:** As a result of the intervention, the implementation of Project E-SUDAP using the Question-Answer Relationship strategy had improved the pupils' reading comprehension.

**Research limitations/implications:**

The respondents of the study were the 27 Grade four pupils of Dapdap Elementary School who got the score of less than 14 that took the Group Screening Test in the Phil-IRI Pretest in English for S.Y. 2021-2022.

**Originality/value:** The conduct of the study contributed in improving the reading comprehension level of the pupils.

**Keywords:** Reading comprehension level, Question-Answer Relationship Strategy, Grade four pupils, Dapdap Elementary School

**PROJECT WISE OWL: WELL-READ INDIVIDUAL SUCCEEDS IN EDUCATION:  
IMPROVING READING COMPREHENSION SKILLS OF GRADE 1 LEARNERS**

IND-AR-TL-EN-4-22

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**Purpose:** The purpose of the study is to determine the effectiveness of utilization of the Project WISE OWL(Well-Read Individual Succeeds in Education) in improving the reading comprehension skills of Grade One Papaya learners of Alulod Elementary School in using the Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool.

**Design/methodology/approach:** This study is designed for the Fifteen Grade One Papaya Learners of Alulod Elementary School for the School Year 2022-2023. Before conducting the intervention program, the students' reading comprehension skills will be assessed by the teacher through a pretest using the the Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool. The researcher will analyze the data obtained in the Pre-Test to measure and describe students' reading comprehension skills and to identify if the reading level of pupils.

**Findings:** The utilization of Project WISE OWL, is therefore proven to be effective in improving the reading comprehension skills of Fifteen Grade One Papaya Pupils of Alulod Elementary School as evidenced by the significance of the differences of the means between the Pre-Test and Post-Test conducted.

**Research limitations/implications:** This study will focus on utilizing The Project WISE OWL: Reading Intervention Program to the fifteen Grade One learners during the first Quarter of School Year 2022-2023.

**Originality/value:** This study was designed to help the learners in improving both the reading fluency and reading comprehension skills particularly at this stage of development and early intervention can impact the progression of reading difficulties of the students by means of reading remediation program.

**Keywords:** Comprehension Skills, Intervention

**PUPIL-RELATED AND MOTIVATING FACTORS AFFECTING THE PERFORMANCE IN  
ENGLISH OF THE GRADE VI PUPILS IN MUZON ELEMENTARY SCHOOL**

NAI-BR-TL-EN-29-22

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**Purpose:** The study was conducted to determine the effect of pupil-related and motivating factors on the sixth graders' performance in the English subject.

**Design/methodology/approach:** The Descriptive Research Method was used in this study. The respondents were the twenty seven (27) sixth grade pupils in Muzon Elementary School S.Y. 2021-2022. In gathering the data, the researcher adapted the questionnaire of Palasin (2013). Descriptive statistics consisted of the weighted



mean, frequency, percentage and rank which were used in the analysis of the data.

**Findings:** In learning English the pupils must be in an environment that encourages them to learn the English language. Language experts have emphasized that the environment would help motivate persons to learn a new language. It will help if the school and the teachers will be able to provide situations/scenarios to encourage pupils to learn English.

**Research limitations/implications:** The findings of the study help the school in designing intervention programs that might help the students in improving their level of performance in English subject.

**Originality/value:** This research paper was different from other studies since it sought for the factors that motivate pupils to learn English language. The school would have established intervention programs.

**Keywords:** family, peer, environment, and the motivating factors as integrative and instrumental

### REVIEW OF PROJECT H.E.A.R.T MATERIALS IN TAGAYTAY CITY SCIENCE NATIONAL HIGH SCHOOL-INTEGRATED SENIOR HIGH SCHOOL-BASIS FOR DEVELOPMENT OF PHIL-IRI READING MATERIALS

TAG-BR-TL-EN-1-22

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**Purpose:** This qualitative study aimed to identify the challenges and experiences of reading coordinators of Project H.E.A.R.T (Have an Enjoyable Reading Time), a reading program in Tagaytay City Science National High School-Integrated Senior High School which were utilized for the development of the existing reading materials of the project.

**Design/methodology/approach:** Field notes and one-on-one interview with the co-participants were the research instruments used in this study. Narrative research design was used to analyse the responses of the co-participants. The existing reading material of Project H.E.A.R.T was also analysed to compare with the answers of the co-participants in the interview. Five co-participants were selected through purposive sampling technique.

**Findings:** Findings revealed that the co-participants suggested to improve the existing reading materials used in Project H.E.A.R.T to enhance the comprehension of the students. Other activities were recommended such as vocabulary development, identifying context clues, getting the main idea, making inferences, and retelling the text which are all anchored to the cognitive strategies that could aid the students in improving their reading comprehension.

**Research limitations/implications:** The co-participants are the reading coordinators in Tagaytay City Science National High School-Integrated Senior High School only. Reading students/clients were not interviewed since the main

goal of the study is to restructure the existing materials which is the Phil-IRI to anchor the activities to the needs of the clients. Hence, the reading coordinators could suffice the information that are needed by the researcher.

**Originality/value:** This study developed the existing reading materials which is the Phil-IRI that is used in the Project H.E.A.R.T to address the needs of the students with difficulties in their reading comprehension. Though the program had painstakingly administered reading sessions, there are students in the higher grade level who still encounter challenges in building their comprehension. Hence, the researcher perceived that the materials must be reviewed to design activities that are appropriate to the needs of the students/clients.

**Keywords:** challenges, experiences, development, Project H.E.A.R.T reading materials, suggested activities

**SCAFFOLDING IN READING TO DEEPEN UNDERSTANDING TEXT AS LOCALIZED STRATEGY IN PROJECT JASMIN: IT'S IMPACT TO THE READING LEVEL OF NON AND STRUGLING READERS**

MAG-AR-TL-EN-16-22

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**Purpose:** The project was designed to answer questions of program operation and its strategies to deepen in understanding text as localized strategy in knowing the reading level of learners including the quality of research projects being conducted under Project JASMIN.

**Design/methodology/approach:** The (Phil-IRI) used to identify the reading level of learners from Grades 1 to 6. A single group of participants consisting of learners under the frustration level reading ability their Phil-IRI scores as their pre-test. They enrolled in the intervention program for 10 weeks. Thou, they given parallel tests from the Phil-IRI to determine their post-test performance. After the implementation of the intervention, pre-test and posttest data utilized was established a significant difference using t-test for paired samples.

**Findings:** There was a significant difference between pre – test and post – test in English and Filipino after the reading intervention.

**Research limitations/implications:** Since the proposal of this program happened during pandemic time last 2021, pre – test and post – test was conducted by schedule to avoid overcrowded.

**Originality/value:** The findings and results of this study would serve as basis for improvement of the project and continuous implementation of the project for the succeeding years.

**Keywords:** Intervention, performance, localized, improvement, implementation.

## THE EFFECT OF PROJECT READ OF GRADE TWO PUPILS IN READING WITH COMPREHENSION IN THE NEW NORMAL SCHOOL YEAR 2021-2022

KAW-AR-TL-EN-36-22

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**Purpose:** The purpose of this study is to investigate the effect of Project READ in the reading performance and comprehension of Grade 2 pupils under the new normal.

**Design/methodology/approach:** The method applied was qualitative study, where the reading profile of Grade 2 pupils of Aguinaldo Elementary School were used as instrument for data collection. The researchers identified 15 respondents with low performance in reading. Reading assessment was done in determining the number of respondents. After the intervention, respondents were again given post-test/ reading assessment.

**Findings:** Based from the post-test given after the Project implementation it shows that there was an improvement in the reading test with an average score of 8.8 compared the pre-test average of 4.66. The t-test result also showed that there was a significant difference in the reading performance of Grade 2 pupils.

**Research limitations/implications:** This research study focuses on the improvement of reading skills with comprehension of Grade 2 pupils at Aguinaldo Elementary School. Respondents are the Grade 2 pupils enrolled in the school year 2021-2022 of the said school.

**Originality/value:** The contribution of this study is to increase the reading performance of Grade 2 pupils and used as reference for future use of teachers and schools with regards to reading performances.

**Keywords:** Reading skills, comprehension, reading performance, reading profile

## THE EFFECTS OF DICTIONARY USE ON ENGLISH READING COMPREHENSION LEVEL OF GRADE FIVE AND SIX STUDENTS OF MAHABANG KAHYOY LEJOS ELEMENTARY SCHOOL

IND-AR-TL-EN-40-22

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**Purpose:** The study sought to determine the effects of dictionary use on English Reading Comprehension Level of Grade Five and Six Students of Mahabang Kahoy Lejos Elementary School for the S.Y 2022-2023

**Design/methodology/approach:** Quantitative research design was utilized in the study. The participants of this study are the 38 grade five and six students of Mahabang Kahoy Lejos Elementary School. Total Enumeration was use as a sampling technique. After the pre-test the researcher purposively selecting

students who belongs to literal level, inferential level and critical/evaluative level of reading comprehension.

**Findings:** This study has shown that dictionary use has a significant effect on reading comprehension level. Dictionary use helps learners improve reading comprehension and might lead to lexical improvement. Researcher have found that students score better on post reading comprehension and vocabulary tests due to the use of dictionaries. The National Reading Panel (2000) stated that. Vocabulary learning is effective when it entails active engagement in learning tasks. Vocabulary can be acquired through incidental learning..

**Research limitations/implications:** The study is limited to determine the effects of dictionary use on English Reading Comprehension Level of Grade Five and Six Students of Mahabang Kahoy Lejos Elementary School

**Originality/value:** The study was designed to comes up with the program that can help learners to increase their vocabulary size and understand words both in English and Filipino in most affordable way by using dictionary as a translator whenever they found a word that is not familiar to them.

**Keywords:** Dictionary, Comprehension, Vocabulary, Text

### **THE EFFECTS OF USING COMPUTER-MEDIATED COMMUNICATION ON STUDENTS' SOCIAL COMMUNICATION SKILLS.**

MEN-BR-TL-EN-10-22

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**Purpose:** This paper aims to explore the effects of computer-mediated communication on students' communication skills for specific purposes at Constancio E. Aure Sr. National High School.

**Design/methodology/approach:** The study employs both quantitative and qualitative research techniques. A revised questionnaire by Tu (2008) consisting of 20-item statements using a Likert scale was used, and the responses were analyzed using statistical data such as mean and percentage. The data collected during interviews were examined and coded by the researcher using thematic analysis following the approach by Braun and Clark (2006).

**Findings:** The findings indicate that computer-mediated communication (CMC) is valuable for students as it enables effective communication and fosters positive relationships, thereby boosting users' confidence. CMC is also found to facilitate both verbal and nonverbal communication.

**Research limitations/implications:** The study did not cover the specific language used by students in CMC or the topics they typically discuss. Additionally, it did not measure students' confidence levels in using CMC.

**Originality/value:** The utilization of computer-mediated communication among students has shown positive effects on their attitudes and achievements, particularly in the development of social communication skills. Moreover, CMC

offers potential benefits for learning, including facilitating interactive and collaborative learning environments with contextualized interactions.

**Keywords:** Computer-mediated communication (CMC), social communication skills, confidence, belongingness, trust

### THE IMPLICIT BELIEFS OF READING TEACHERS AND THEIR MOTIVATION IN TIME OF COVID-19 PANDEMIC

KAW-BR-TL-EN-62-22

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**Purpose:** The main objectives of this study is to know the implicit beliefs (i.e., incremental belief or entity belief) of reading teachers, level of motivation among reading teachers in time of COVID-19 pandemic and significant correlation between implicit belief of teaching ability and reading teacher's motivation.

**Design/methodology/approach:** This study is Descriptive-Correlational research design. Survey method was used via Google form. Adapted questionnaires were utilized and administered to all reading teachers of Emiliano Tria Tirona Memorial National Integrated High School.

**Findings:** Based on the result of the study about the implicit beliefs, the teachers affirmed that their abilities are dynamic and changeable. It has the capacity to change for the better. In reading teacher's motivation, the reading teachers of ETTMNIHS are highly motivated in terms of their job. They give their best to enhance the reading comprehension skills of their learners. In the correlation between implicit belief of teaching ability and reading teacher's motivation the result shows that there was a positive low correlation between reading teachers' motivation and incremental belief this implies that the relationship was significant. However, results indicate that there was negligible correlation between reading teachers' motivation and entity belief this implies that the relationship was not significant.

**Research limitations/implications:** This study is limited to the implicit beliefs of 19 reading teachers of the school and their motivation in time of COVID-19 pandemic

**Originality/value:** Master teachers and administrators can initiate programs to strengthen more the implicit beliefs and the level of motivation of reading teachers.

**Keywords:** COVID-19 Pandemic, implicit beliefs, motivation, reading teachers

## THE USE OF ME-AURAL: READING TECHNIQUE ON LARS (LEARNERS-AT-RISK) WITH DIFFICULTY IN READING HABIT

TAN-AR-TL-EN-40-22

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**Purpose:** This action research aimed to provide guidance, assistance, remediation and improvement of reading performance of the learners. The participants were the 15 LARs (Learners-At-Risk) with difficulty in reading Grade 5 Enthusiasm of Felipe Calderon Elementary School of School Year 2022-2023 whose reading abilities are at frustration level based on the result of the Phil-Iri oral reading test. ME-Aural Technique was used as an intervention to improve the reading skills of the LARs.

**Design/methodology/approach:** The study employed the descriptive quantitative method. For describing the data, frequency distribution was used to determine percentage and mean to analyze the reading performance, how the learners perceive the ME-Aural technique and the impact of the said intervention. For descriptive analysis using Mean, a Likert Scale was utilized.

**Findings:** ME-Aural Technique has a significant effect on the reading interest of the participants revealed that the highest mean is placed at 13.2 which means that most the participants were highly improved in reading. Moreover, the intervention was strongly appreciated by the LARs with reading difficulty thus the employment of it is very much beneficial to attain meaning result. With all of the foregoing analysis, interpretations and conclusions, it is therefore proposed that the use of ME-Aural Technique is effective and strongly recommended.

**Research limitations/implications:** The study focused only on the improvement of the reading performance of the 15 LARs with difficulty in reading among Grade 5.

**Originality/value:** The researcher utilized the ME-Aural technique as reading intervention.

**Keywords:** LARs, ME-Aural

## THE UTILIZATION OF VOCABULARY QUADRANT TO INCREASE THE ACADEMIC PERFORMANCE IN ENGLISH 8

MAR-AR-TL-EN-14-22

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**Purpose:** Not everyone finds it easy to learn a certain lesson. Not all strategies used by the teachers are effective enough to deliver the lesson intended, most especially in English subject where a lot difficult words are encountered every day. Learning has a lot of potential to take place when difficult words are

unlocked. Matias (2021) utilized vocabulary quadrant to increase the academic performance of grade 10 students in science 10.

The researcher also utilized the same tool to test its effectiveness in English.

**Design/methodology/approach:** The researcher also utilized the same tool to test its effectiveness in English. Respondents were chosen according to their final grade average in English from their last school year. They were given pre-test before the utilization of Vocabulary quadrant. After the utilization, they were given the same set of tests. The researcher used t-test to compare pre-test and post-test results.

**Findings:** The computed t-value which is 5.49377 is greater than the critical value which is 1.770933. Thus, it reveals that there is a significant difference in the result of pre-test before and after the utilization of vocabulary quadrant. Vocabulary quadrant, as revealed in the result, improved the academic performance of grade 8 students in English. This result is similar to the study of Sosa and Gaa (2020) DIY vocabulary cards for difficult words, which was effective in improving vocabulary, comprehension student performance.

**Research limitations/implications:** Vocabulary Quadrant has potentials to increase academic performance of students in different learning areas since it is already proven to be effective in English and Science.

**Originality/value:** This tool can be used to increase academic performance of students. It can be utilized before, during or even after the lesson.

**Keywords:** Vocabulary quadrant, academic performance, enrichment activity.

### USAGE OF WORD DRILLS IN READING FOR GRADE 3: INPUT FOR IMPROVED READING ABILITIES

NAI-AR-TL-EN-4-22

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**Purpose:** The main purpose of this study is to assess the reading ability of Grade 3 pupils after the utilization of various word drills.

**Design/methodology/approach:** The researchers used the descriptive method. In doing this, the researchers utilized the use of pre-test and post-test.

**Findings:** The scores of the post-test given to pupils showed that the reading intervention using word drills had been effective. This proves that word drills could be further utilized and included in the reading interventions.

**Research limitations/implications:** This research was conducted in Grade 3 level of Villa Apolonia Elementary School in the District of Naic, Cavite for the School Year 2022-2023. The researchers used the stratified proportional sampling technique for the two sections of Grade 3.

**Originality/value:** This research assessed the reading abilities of grade 3 pupils after the application of different word drills. The results of this research could help

in drafting and implementing localized projects and programs which are in line with the Project SPARKS of the Division of Cavite.

**Keywords:** Reading, Word Drills, Reading Improvement

### **USE OF LANGUAGE LEARNING STRATEGIES OF LOW PERFORMING GRADE 7 ENGLISH LEARNERS**

IND-AR-TL-EN-27-22

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**Purpose:** The study aimed to describe and analyze the most and least frequently used language learning strategies (LLS) of low-performing Grade 7 learners in Indang National High School for School Year 2021-2022.

**Design/methodology/approach:** The study utilized mixed-methods research. It included nine (9) Grade 7 students who became the first batch beneficiaries of DepEd's End-of-School-Year classes for SY 2021-2022 since their final grades in English have been identified to be below average. Oxford's Strategy Inventory for Language Learning (SILL) was administered among participants to determine their most and least frequently used LLS. Worksheet for answering and scoring the SILL was used to gather quantitative data. Mean was then employed to interpret quantitative data. Qualitative data, on the other hand, was gathered through a focused group discussion where participants were asked for reasons regarding their strategy use. Thematic analysis was utilized to interpret qualitative data to further describe and analyze strategy use among participants.

**Findings:** Results yielded to metacognitive strategies as the most frequently used among research participants whereas compensation and affective strategies were the least frequently used. Enhancing pronunciation and understanding and writing English words despite uncertainty in accuracy were participants' reported reasons for using metacognitive strategies. Consequently, not attempting to guess words due to uncertainty and lack of understanding along with difficulty in relaxing were transcribed to account for compensation and affective strategies as least frequently used.

**Research limitations/implications:** The study is focused on the most and least frequently used LLS among low performing Grade 7 students inclusive of the analysis of disclosed reasons for such use. Other factors such as level of interest and motivation which might influence participants' LLS preferences have not been dealt with in the current study.

**Originality/value:** The study considered the LLS profile of low-performing Grade 7 students. Analysis of reasons for such use was done to further explain participants' LLS preferences. Since participants are categorized as 'low risk-takers,' language teachers could design well-guided language tasks which the former could navigate through with ease and confidence. Such tasks could eventually lead to success and proficiency in language among young learners.



**Keywords:** Language learning strategies, most frequently used LLS, least frequently used LLS

### UTILIZATION OF JOYRIDE READING PROGRAM TO ACADEMIC PERFORMANCE OF NON READER PUPILS

SIL-AR-TL-EN-1-22

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**Purpose:** The main objectives of our research were to analyze the effectiveness of Joyride Program that enhanced reading level of learners and improved academic performance.

**Design/methodology/approach:** The research was conducted using population. The mode of data collection were documents and records for quantitative and interview for qualitative. The subject scope of the study was the grade one and grade two non readers of Balubad Elementary School who gone through Joyride Reading program from March to June 2022. It sought to answer the questions, what was the reading level of the pupils after the intervention?, Is Journey to Corie specifically Joyride Program effective in increasing the reading level of the pupils?, What was the status of the academic performance of learners from 1st to 4th quarter? What were the difficulties encountered by learners in reading to enhance academic performance?

**Findings:** The findings showed that there was improvement on the reading level of the pupils. 92.59% moved to instructional level from frustration level. 7.41% moved to independent level from frustration level. Based from the average of the pupils in English there were 23.95% fell on satisfactory level and 74.07 % of pupils fell on Fairly Satisfactory level. The results in terms of difficulties encountered by pupils were lack of sleep, eating not on time, headaches, vocabulary difficulties, in ability to do other tasks, impatient, sadness, and losing interaction with friends.

**Research limitations/implications:** The result of this research will be beneficial to new researchers as their basis for making related researches. It will help the reading coordinators to form another reading program. The administrators will be informed on the status of reading level of readers and come up with a plan for improvements of the quality of education in our school.

**Originality/value:** In this research the innovations were the use of Journey to Corie books for grade one and grade two to enhance reading level of non readers to readers. The value of research was to come up with the effectiveness of program for reading ability of grade one and grade two pupils.

**Keywords:** Journey to Corie, Academic performance, non-readers, Joyride Program

### **UTILIZATION OF JOYRIDE TAYO SA PAGBASA AMONG GRADE ONE PUPILS IN MITIGATING NON READERS**

SIL-AR-TL-EN-26-22

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**Purpose:** This study aimed to assess the effectiveness of Joyride Tayo sa Pagbasa as an intervention in enhancing the reading performance of grade one pupils at Carmen Elementary School in mitigating non readers.

**Design/methodology/approach:** The study made use of quantitative research and pre-experimental in nature using one group to measure the improvement of pupils' reading performance after they were exposed to Joyride Tayo sa Pagbasa resources.

**Findings:** (1) the target pupils belong to non reader level in terms of reading performance before Joyride tayo sa Pagbasa resources was utilized; (2) there are 15 or 100 percent of the target pupils who belong to non-reader become independent reader in terms of recognition of sounds, syllables, CVC words and words with consonant blends after Joyride tayo sa Pagbasa was utilized; (3) there is a significant difference between the pre-test and posttest reading performance of the target pupils. This means that Joyride tayo sa Pagbasa resources is an effective intervention in mitigating non readers.

**Research limitations/implications:** This study was implemented on grade one pupils of Carmen Elementary School, in the School Year 2021-2022. Fifteen pupils participated in the utilization of the intervention.

**Originality/value:** This research would be valuable to school administrators and teachers from elementary level in planning and designing reading intervention program in improving pupils' reading proficiency level.

**Keywords:** Joyride tayo sa Pagbasa, Intervention, non-reader, Reading Recognition Skills, pupils

### **UTILIZING TEACHERS AND PARENTS PARTNERSHIP IN THE READING DEVELOPMENT OF GRADE ONE TO GRADE THREE NON-READERS DURING BLENDED LEARNING**

NAI-AR-TL-EN-40-22

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**Purpose:** The purpose of this study is to meet the gap in the reading readiness of non-readers and to improve their reading performance through Teachers and Parents Partnership.

**Design/methodology/approach:** The subject of the study were 105 non- readers from Primary class of PLTMES Ciudad Nuevo Extension who were chosen based on the result of Pre- Evaluation. Quantitative action research method was used in analyzing the data of this research. The intervention strategies used were trainings

for parents on how to handle the reading tutorials to their children, a reading corner at home established for their 30 minutes daily reading habit, the school Library Hub” to provide available reading materials for readers and a face-to-face intervention for the non- readers. Reading assessment tool, assessment Test, activity sheets, Pre-Test and Post Test were used in data gathering and were interpreted through tables, graphs and narratives.

**Findings:** Findings shows that after the completion of this reading intervention with parents and teachers Partnership, the result showed that the strategic activities used had a big role in attaining the target increase in their reading level, from 0% to 67.62% or 71 out of 105 learners had increased in their reading level.

**Research limitations/implications:** The consent of parents for 105 learners were given and agreed that both teachers and parents must work constructively together to address concerns related to their child's reading problem.

**Originality/value:** The strategic interventions given by the teachers and parents partnership had great implication on learners which inspired them to excel in reading knowing that even their parents were behind them in their struggles and endeavor.

**Keywords:** Partnership, non- readers, performance, Impact, Blended Learning

**WRITING MOTIVATION OF PUPIL JOURNALISTS IN THE NEW NORMAL: A BASIS FOR THE ENHANCEMENT OF CAMPUS JOURNALISM ACTION PLAN IN PANSIN ELEMENTARY SCHOOL**

ALF-BR-TL-EN-6-22

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**Purpose:** This study addressed the questions what was the extent of pupil journalists' writing motivation and what other activities can improve their enthusiasm in journalism despite COVID-19 pandemic.

**Design/methodology/approach:** A guided checklist questionnaire was developed to know journalists' level of writing motivation. To know the impressions of journalists regarding the implementation of Project NEWS: Nurturing and Enhancing Writing Skills considering the pandemic situation. Considering IATF and DepEd safety protocols the researcher utilized Google Form and other online platforms in conducting survey and in distributing checklist questionnaire. The researcher applied mix method research design.

**Findings:** Pupil journalists in Pansin Elementary School were highly motivated to write journalistic articles relative to the implementation of Project NEWS. Journalists reacted to the implementation of the action plan designed for distance learning positively and negatively. There are activities that can enhance journalists' level of writing motivation during distance learning.

**Research limitations/implications:** The respondents of this research became limited only to 12 pupil journalists from Pansin Elementary School which could soon be adopted by other schools or the entire municipality at large.

**Originality/value:** The combination of quantitative and qualitative methods in this research made it holistic. Significant data on pupil journalists' reading motivation and their perception to the implementation of Project NEWS were correlated for the development of journalism intervention plan. Writing motivation of pupil journalists plays an important role in designing an intervention plan for them.

**Keywords:** Writing Motivation, Journalists, Social Responsibility, Composing skills, Reporting Skills

## TEACHING AND LEARNING – FILIPINO

### 100 BABASAHIN PARA KAY FINO: INTERBENSIYON SA PAG-UNLAD NG ANTAS NG PAG-UNAWA SA BINASA

ROS-AR-TL-FI-64-21

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**Purpose:** Ang pag-aaral na ito ay naglalayong tayahin ang kabisaan ng 100 Babasahin Para Kay Fino bilang interbensyon sa pagpapaulad ng antas sa pag-unawa ng binasa ng mga mag-aaral sa Baitang Pito ng Mataas na Paaralan ng Rosario na nakakuha ng antas na kabiguan.

**Design/methodology/approach:** Sa pamamagitan ng interbensyon ng pagbasa at mapaulad ang antas ng pang-unawa sa binasa ng mga mag-aaral, ginamit ang Pre-Experimental, isang pangkat (one group) disenyong pre-test at post-test (panimula at panapos na pagtataya). Ang mga kalahok ay may bilang na 37 na natuklasang nasa antas ng kabiguan ng pag-unawa batay sa resulta ng paunang pagtataya mula sa PHIL-IRI (Filipino) na pinili gamit ang purposive na paraan ng pagpili.

**Findings:** Batay sa pananaliksik na ito, naipakita ang kabisaan ng 100 Babasahin Para Kay Fino sa paglinang sa pag-unawa sa binasa ng mga mag-aaral.

**Research limitations/implications:** Ang mga mananaliksik ay nagkaroon ng inobasyon mula sa simpleng pamamaraan ng pagpapabasa tungo sa pagbuo ng sariling likhang babasahin na naglalaman ng mga akda mula Key Stage 1 hanggang Key Stage 3, at mga katanungan upang malinang ang antas ng pag-unawa sa binasa ng mga mag-aaral.

**Originality/value:** Ang pananaliksik na ito ay makakatulong upang lalong maging mabisa ang kanilang kasanayan sa pag-unawa sa binasa. Gayundin, ito ay magsisilbing gabay upang maging epektibo ang kanilang pag-unawa sa iba't ibang asignatura hindi lamang sa Filipino kundi maging sa Ingles, Agham, Matematika at Siyensya.

**Keywords:** 100 Babasahin Para Kay Fino, Kasanayan sa Pag-unawa sa Pagbasa, Pre-Experimental, Mga Mag-aaral ng Mataas na Paaralan ng Rosario

**BISA NG PROGRAMANG “JOURNEY TO CORIE” SA PAGTAAS NG ANTAS NG KASANAYAN SA PAGBASA NG MGA MAG- AARAL SA BAITANG APAT**

SIL-AR-TL-FI-3-22

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**Purpose:** Ang pananaliksik na ito ay naglalayong mabatid ang bisa ng Programang Journey to CORIE bilang stratehiya sa pagtaas ng antas ng kasanayan sa pagbasa ng mga mag-aaral sa baitang apat ng Paaralang Elementarya ng Balubad.

**Design/methodology/approach:** Ang mga kalahok sa pag-aaral ay mga mag-aaral na natuklasang nasa antas ng Kabiguan sa pag-unawa sa binasa. Batay sa resulta ng paunang pagtataya, 20 mag-aaral ang nakakuha ng antas na Kabiguan mula sa 97 mag-aaral sa ika-apat na baitang. Ito ang ginamit na batayan sa pagsasaliksik gamit ang purposive sampling. Bukod dito gumamit ng metodolohiyang pre-experimental, disenyong panimula at panapos na pagtataya, at Phil-IRI. Upang malaman kung may kabuluhan ang resulta ng pauna at panapos na pagtataya ay gumamit ang mananaliksik ng instrumentong paired t-test.

**Findings:** Ayon sa resulta 60% ang tumaas ng antas sa Instructional at 40% naman ang tumaas sa Malayang Antas. Ayon sa instrumentong paired T-Test may kabuluhan pagkakaiba ang resulta ng pauna at panapos na pagtataya.

**Research limitations/implications:** Ang Programang Journey to CORIE ay nakapokus sa pagpapataas ng antas ng mga mag-aaral na nasa kabiguang antas. Ang isinagawang stratehiya ay nagpakita ng pagiging epektibo upang mapataas ang antas ng pagbasa ng mga mag-aaral sa ika-apat na baitang.

**Originality/value:** Ang resulta ng action research na ito ay magiging kapaki-pakinabang sa mga bagong mananaliksik bilang kanilang batayan sa paggawa ng mga kaugnay na pananaliksik. Makakatulong din ito sa mga reading coordinator na bumuo ng iba pang programa sa pagbabasa.

**Keywords:** Journey to CORIE, Antas ng Kasanayan sa Pagbasa, Paired T-test, purposive sampling

**DIGITAL NA KOLABORATIBONG PAGTUTURO: ESTRATEHIYA SA PAGLINANG NG ANTAS NG KAALAMAN SA ASIGNATURANG FILIPINO NG MGA MAG-AARAL SA BAGONG KADAWYAN**

TMC-AR-TL-FI-7-21

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**Purpose:** Ang pag-aaral na ito ay ninais na tayain ang kabisaan ng digital na Kolaboratibong Pagtuturo bilang pamamaraan sa pagpapataas ng antas ng kaalaman ng mga mag-aaral sa baitang anim sa asignaturang Filipino sa Paaralan ng Trece Martires.

**Design/methodology/approach:** Ginamit ang Pre-Experimental, isang pangkat (one group) disenyong pre-test at post-test (panimula at panghuling pagtataya). Ang mga kalahok ay may bilang na 10 na natuklasang mababa ang antas ng kaalaman sa Filipino. Ang mga nakalap na datos ay sinuri gamit ang Mean, Standard Deviation at Paired T-test.

**Findings:** Batay sa isinagawang pag-aaral at pananaliksik sa antas ng kaalaman sa Filipino ng mga mag-aaral ay nakitang may malaking kabisaan ang pagsasailamin sa mga mag-aaral sa istrategyang digital na Kolaboratibong pagtuturo sa konteksto ng modyular sa pagtuturo ng Filipino. Sa mga nakalap na datos at pagbibigay interpretasyon, maliwanag na naging malaki ang kaibahan ng antas kaalaman ng mga mag-aaral sa baitang anim mula sa paunang pagbasa patungo sa pangwakas na pagbasa.

**Research limitations/implications:** Kinakitaan din ng pagbabago sa pag-uugali ang mga batang ito na sumailalim sa istrategya. Mula sa pagiging mahiyain, tahimik at walang kibo ngayon ay aktibo ng nakikilahok sa talakayan sa klase. Tumaas din ang kanilang tiwala sa kanilang mga sarili maging ang kanilang grado sa mga asignatura.

**Originality/value:**

Masasabing isang maganda at matagumpay na interbesyon ang digital na Kolaboratibong pagtuturo sa konteksto ng modyular sa pagtuturo ng Filipino upang maitaas ang kahandaan at kasanayan ng mga mag-aaral hindi lamang sa antas ng kaalaman gayundin sa pagbabasa.

**Keywords:** digital na Kolaboratibong Pagtuturo, Antas ng Kaalaman sa Filipino, Pre-Experimental, Mga Mag-aaral ng Paaralan ng Trece Martires

**ENHANCING THE ORAL READING SKILLS IN FILIPINO OF SELECTED GRADE 7 STUDENTS AT FRANCISCO P. TOLENTINO INTEGRATED HIGH SCHOOL THROUGH PROYEKTONG KASAMA PAGBASA (KAAGAPAY SA MAS MAHUSAY NA PAGBASA)**

TAG-AR-TL-FI-1-22

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**Purpose:** To identify the effectivity of the proposed project in enhancing the students' oral reading fluency.

**Design/methodology/approach:** Respondents were selected through the result of PHIL-IRI, a reading assessment. The results of their pre and post test were also obtained. On the other hand, T-value was computed using the Statistical Package for the Social Sciences Computer Software (SPSS): dependent samples t-test in order to interpret the data.

**Findings:** The t-computed value of 12.321 with a p-value of 0.0000000036031 which is less than the alpha level of 0.05 which means that the null hypothesis is rejected, therefore there is a significant difference before the implementation and after the implementation of Proyektong KaSaMa Pagbasa in the students' oral reading level and word reading score. Which suggests that the said project can be adopted and improved by the reading teachers to efficiently guide the students towards their enhanced oral reading ability.

**Research limitations/implications:** This study is limited to the grade 7 students who fell under Frustration Level during the assessment in Oral Reading Fluency in Filipino. Results of pre-test and post-test before and after administering Proyektong KaSaMa Pagbasa (Kaagapay sa mas Mahusay na Pagbasa) were used as basis in getting the necessary data in accomplishing the study.

**Originality/value:** Reading is not new in research but this study is exceptional among the other studies because it tests a proposed program that may enhance the students' oral reading fluency in Filipino. This also offers different means on how to reach out among the frustrated readers and this can also be modified in accordance to what is needed in the new normal. That's why it is important because this can help the reading teachers in developing the students' reading ability.

**Keywords:** Oral Reading Fluency, Filipino, Grade 7, Frustrated Readers

## INTEGRASYON NG 5ES SA PAGTUTURO SA FILIPINO SA PAGLINANG NG ANTAS NG KAALAMAN NG MGA MAG-AARAL SA BAITANG LIMA NG PAARALANG ELEMENTARYA NG ROSARIO

ROS-AR-TL-FI-23-22

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**Purpose:** Ang pag-aaral na ito ay nagnanais na tayain ang kabisaan ng 5Es bilang pamamaraan sa pagpapataas ng antas ng kaalaman ng mga mag-aaral sa baitang lima.

**Design/methodology/approach:**

Ginamit ang Pre-Experimental, isang pangkat (one group) disenyong pre-test at post-test (panimula at panghuling pagtataya). Ang mga kalahok ay may bilang na 30 na natuklasang mababa ang antas ng kaalaman sa Filipino. Ang mga nakalap na datos ay sinuri gamit ang Mean at Paired T-test.

**Findings:** Batay sa isinagawang pag-aaral at pananaliksik sa antas ng kaalaman sa Filipino ng mga mag-aaral ay nakitang may malaking kabisaan ang pagsasailamin sa mga mag-aaral sa istratohiyang 5Es model. Sa mga nakalap na datos at pagbibigay interpretasyon, maliwanag na naging malaki ang kaibahan ng antas kaalaman ng mga mag-aaral sa baitang lima mula sa paunang pagtataya patungo sa pangwakas na pagtataya.

**Research limitations/implications:** Kinakitaan din ng pagbabago sa pag-uugali ang mga batang ito na sumailalim sa istratohiya. Mula sa pagiging mahiyain, tahimik at walang kibo ngayon ay aktibo ng nakikilahok sa talakayan sa klase. Tumaas din ang kanilang tiwala sa kanilang mga sarili maging ang kanilang grado sa mga asignatura.

**Originality/value:** Batay sa naging resulta ng pag-aaral at nagawang kongklusyon, iminumungkahi na ipagpatuloy ang istratohiya. Higit na paigtingin at palawakin ang interbensyon sa pamamagitan ng pagbibigay pondo ng paaralan para sa programa. Ang pagdaragdag ng mga suplementong panturo upang malinang ang kasanayan ng mga guro at ng mga mag-aaral ay iminumungkahi din.

**Keywords:** 5Es, Antas ng Kaalaman sa Filipino, Pre-Experimental, Mga Mag-aaral sa Baitang Lima



## MGA PROBLEMA AT SALIK NA NAKAKAAPEKTO SA KOMPREHENSİYON NG MGA MAG-AARAL SA PAGBASA

ALF-BR-TL-FI-4-22

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**Purpose:** Ang pananaliksik na ito ay upang malaman ang mga problema at salik na nakakaapekto sa komprehensiyon ng mga mag-aaral sa Lucsuhin Integrated School sa pagbasa.

**Design/methodology/approach:** Sumailalim sa “quantitative design” at ginamitan ng random sampling kung saan ang mga kalahok ay pinili gamit ang stratified random sampling. Ang instrumentong ginamit ay “Survey Questionnaire” Ginamit ang mean at standard deviation upang makuha ang resulta ng pag-aaral.

**Findings:** Sa pag-aanalisa at sa interpretasyon ng datos lumabas sa resulta ng mean  $x = 2.19$  kung saan ang mga respondente ay “Hindi Sumasang-ayon” na mayroong problema sa kanilang pagbasa. Sa kabilang banda, batay sa interpretasyon ng mga datos sa mga salik na nakakaapekto sa kanilang komprehensiyon lumabas ang resulta ng mean  $x = 3.26$  kung saan “Lubos na Sumasang-ayon” ang mga respondente na mayroong salik na nakakaapekto sa kanilang komprehensiyon sa pagbasa. At mula sa mga salik lumabas na ang Mga Teksto (Pagbasa ng mga Talata) ang may pinakamataas na resulta ng mean  $x = 3.34$ .

**Research limitations/implications:** Ang pag-aaral na ito ay limitado sa 166 na mag-aaral mula sa tatlong strand HUMSS, TVL at ABM na naka-enroll sa sa Lucsuhin Integrated School taong 2021-2022.

**Originality/value:** Ang pananaliksik na ito ay inalam ang mga problema at salik na nakakaapekto sa komprehensiyon ng mga mag-aaral sa pagbasa. Ang mga resulta nito ay tatalakayin sa mga guro bilang batayan ng pagpapabuti at gabay sa bawat estratehiya, pagsasaayos sa mga pag-aaral sa hinaharap.

**Keywords:** Mga Problema, Pagbasa, Mga Salik na Nakakaapekto, Komprehensiyon ng mga Mag-aaral sa Pagbasa

## OPLAN BANTAY-BASA SA PANAHON NG PANDEMYA: ISTRATEHIYA SA PAGPAPAUNLAD NG KASANAYAN SA PAGBASA NG MGA MAG-AARAL SA BAITANG 3

SIL-AR-TL-FI-14-22

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**Purpose:** Ang layunin ng pananaliksik na ito ay mapaunlad ang kasanayan sa pagbasa sa pamamagitan ng istratēhiyang “Oplan Bantay-Basa sa Panahon ng Pandemya” para sa mag-aaral mula sa ikatlong baitang sa Paaralang

Elementarya ng Bagong Buhay, taong panuruan 2021-2022, na siyang batayan sa pagbuo ng aksyon plan sa pagbasa.

**Design/methodology/approach:** Ang pananaliksik na ito ay gumamit ng One group Pretest-Posttest na Disenyo upang malaman ang antas ng kakayahan ng mga mag-aaral sa pagbasang may pag-unawa bago at pagkatapos ng interbensiyon

**Findings:** Nasa antas kabiguan ang mga mag-aaral bago ang paglulunsad ng istratohiyang bantay-basa. Matapos ang paglulunsad nito, karamihan sa mga mag-aaral ay nasa antas instruksiyonal. Epektibo ang paglulunsad ng istratohiyang oplan bantay-basa sa panahon ng pandemya sa pagpapaunlad ng kasanayan sa pagbasa ng mga mag-aaral sa baitang tatlo.

**Research limitations/implications:** Sumailalim sa pag-aaral na ito ang isandaan at labing-anim na mag-aaral mula sa baitang tatlo na nasa antas ng kabiguan sa pagbasa sa taong panuruan 2021-2022 na nagmula sa dalawampu't dalawang seksiyon. Ang pag-aaral ay isinagawa sa Paaralang Elementarya ng Bagong Buhay, Purok ng Silang at Probinsya ng Cavite.

**Originality/value:** Mahalaga ang pananaliksik na ito upang mapaunlad ang kasanayan sa pagbasa ng mga mag-aaral sa panahon ng pandemya na maaaring makatulong sa mataas na antas ng pagkatuto.

**Keywords:** Oplan Bantay-Basa, Pandemya, Kasanayan sa Pagbasa

**PROJECT AKKAP: KP'S (ATE, KUYA, KAAGAPAY SA PAGBASA: KABATAAN PAG-ASA SA PAGBASA) A READING INTERVENTION PROGRAM TO ENHANCE STUDENTS'S READING PERFORMANCE IN KAYPAABA ELEMENTARY SCHOOL AMIDST PANDEMIC**

GEA-AR-TL-FI-12-22

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**Purpose:** Learners are enduring "learning loss" as a result of these school closures, according to UNICEF. Learning motivation has been steadily declining; skill development has been barely supplied, and, most unfortunately, our students' reading abilities are on the verge of deterioration. Based on the monthly result evaluation, Kaypaaba Elementary School discovered that several of the students' reading levels have decreased. So, we came up with AKKAP: KP'S (Ate, Kuya, Kaagapay sa Pagbasa: Kabataan Pag-asa sa Pagbasa) A Reading Intervention Program to Improve Students' Reading Performance in Kaypaaba Elementary School is a continuous program with the help of Sangguniang Kabataan (SK) or the Ates and Kuyas and teachers.

**Design/methodology/approach:** The data was examined quantitatively and qualitatively. A paired T-Test was used to determine whether there is a significant difference before and after the program is implemented. A descriptive-qualitative approach was used as well.

**Findings:** The data was gathered through reading monitoring tool. However, this study focused on the students in frustration level. Based on the intervention conducted, the program had a significant effect on the reading development of the select pupils.

**Research limitations/implications:** This research only focuses on the reading assessment result of readers under frustration level.

**Originality/value:** To address the reading issues of learners in the Frustration Level during this pandemic, Kaypaaba Elementary School adopt Project AKKAP: KP's, a localized innovative reading anchored on Bawat Bata Bumabasa.

**Keywords:** AKKAP, blended learning, reading monitoring

### PROJECT APPS IANGAT: ESTRATEHIYA AT INTERBENSYON

TER-AR-TL-FI-4-22

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**Purpose:** Project APPS (Antas ng Pang-unawa sa Pagbasa Suriin) Iangat; Estratehiya at Interbensyon, layunin nito na magamit ang educational apps bilang estratehiya sa pagpapabasa gayundin ay magamit ang mga inobatibong sipi ng babasahin bilang interbensyon sa pagpapaunlad ng antas sa pang-unawa sa pagbasa.

**Design/methodology/approach:** Deskriptib ang ginamit upang malaman ang antas ng pang-unawa sa pagbasa bago at pagkatapos ng implementasyon ng Project APPS. Gayundin ay malaman kung may makabuluhang pagkakaiba ba ang antas sa pang-unawa sa binasa batay sa pauna at panapos na pagsusulit at matuklasan ang implikasyon ng pagsasagawa ng Project APPS. 248 ang respondente sa pauna at panapos na pagsusulit, baitang 11 ng Ternate Integrated National High School. "Purposive sampling technique" ay ginamit, 78 na mag-aaral ang sumailalim sa interbensyon.

**Findings:** Natuklasan sa paggamit ng Project APPS bilang estratehiya at interbensyon batay sa nilalaman, layunin at pagsasanay ay kapwa lubhang mataas. Ang antas ng pang-unawa sa pagbasa ng paunang pagtataya ay mataas at panapos na pagtataya ay lubhang mataas. Ang haypotesis ay mayroon makabuluhang pagkakaiba ang antas sa pang-unawa sa pagbasa ng mga mag-aaral baitang 11 batay sa kanilang pauna at panapos na pagtataya.

**Research limitations/implications:** Ang saliksik ay limitado sa pag-aanalisa ng antas sa pang-unawa sa pagbasa gamit ang inobatibong sipi ng babasahin at applications gaya ng messenger, google forms, powerpoint, canva, at kinemaster na idinisenyo upang maisagawa ang pagpapabasa sa panahon ng pandemya.

**Originality/value:** Nangangahulugan na naging mabisa ang paggamit ng nasabing makabagong estratehiya at interbensyon sa pagpapataas ng antas sa pang-unawa sa pagbasa.

**Keywords:** Inobatibo, interbensyon, computer, application

**PROJECT E-BEST: ENHANCE BAILEN EFFECTIVE STRATEGIES IN TEACHING READING COMPREHENSION USING GRAPHIC ORGANIZER**

GEA-AR-TL-FI-15-22

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**Purpose:** This study will aim to determine the improvement in reading comprehension levels in Filipino among Grade 6 pupils in Bailen Elementary School using a graphic organizer.

**Design/methodology/approach:** This is a quantitative type of research to determine grade 6 pupils' comprehension levels in Filipino through a graphic organizer. The researchers used teacher-made tests where 10-item questions were placed based on the passage read. The 10-item questions were categorized into 5 levels. The comprehension level is categorized into three based on the Oral reading Criteria; Frustration, Instructional, and Independent.

**Findings:** The use of a graphic organizer in improving reading comprehension demonstrated a decline in the students' levels of frustration and an improvement in their instructional and independent levels, indicating that the intervention involving the use of a graphic organizer is successful in enhancing the students' reading comprehension abilities.

**Research limitations/implications:** For the academic year 2021–2022, this study was carried out on sixth graders at Bailen Elementary School in Gen. Emilio, Aguinaldo Cavite. The results of this study only have limited application because it only covers Bailen Elementary School.

**Originality/value:** The result of the study can be a guide to other districts in improving the reading comprehension of students.

**Keywords:** Graphic Organizer, Reading Comprehension.

**PROJECT EAGER (ENCOURAGE A GRADE I LEARNER INTO EXCELLENT READER): AN ICT- ASSISTED READING INTERVENTION FOR STRUGGLING READERS**

TAN-AR-TL-FI-26-22

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**Purpose:** Project EAGER is an intervention program aimed to achieve meaningful reading outcomes for Grade 1 learners. Additionally, this project helped learners read syllables, words, phrases, and simple sentences in Filipino. This also served as the foundation for children's effective reading.

**Design/methodology/approach:** Various ICT-based strategies were utilized to achieve the goals of this program, such as using localized teacher-made videos and conducting face-to-face and synchronous reading sessions via Messenger

or Google Meet. This study is an action research that utilized statistical tools which include (1) mean and standard deviation to describe the reading performance of the respondents based on their pre-assessment and post-assessment in Phil-IRI, and (2) t-test to determine the difference between the pre-assessment and post-assessment.

**Findings:** The findings revealed the effectiveness of a reading intervention for Grade 1 students that included familiarizing syllables, word phrases, and simple sentences in Filipino. After the intervention, reading performance showed significantly larger peak changes in all four components. Furthermore, the empirical results confirmed the obvious changes and improvements in the students' reading abilities after the intervention was made available; from not reading at all, the students progressed to nearly fast reader status

**Research limitations/implications:** The study participants included only the 35 struggling readers of Grade 1 in determining the effectiveness of the intervention on reading performance in Filipino.

**Originality/value:** This can serve as a foundation for the school to improve the reading performance of struggling readers in Filipino, and it will also benefit other subject areas.

**Keywords:** reading performance, reading intervention, struggling readers, pre-assessment, post-assessment

**PROJECT MADAMA: MAG-AARAL DAPAT MAKABASA: PANGKALINGANG  
PROGRAMA UPANG MAPATAAS ANG LEBEL NG KAKAYAHAN SA PAGBASA NG  
MGA MAG-AARAL SA UNANG BAITANG NG PAARALANG ELEMENTARYA NG  
DAPDAP**

TAG-AR-TL-FI-2-22

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**Purpose:** Ang layunin ng pag-aaral na ito ay mapataas ang lebel ng pagbasa ng mga mag-aaral mula sa hindi makabasa, kabiguan, patungo sa instruksiyunal na pagkatuto hanggang sa malayang pagbasa sa Asignaturang Filipino sa Paaralang Elementarya ng Dapdap sa taong panuruan 2021-2022.

**Design/methodology/approach:** Ang ginamit na disenyo sa pananaliksik na ito ay eksperimental. Sumailalim dito ang paggamit ng assessment tool, frequency counts at pagkuha ng bahagdan.

**Findings:** Matapos gawin ang interbensyon at ibigay ang posttest, natukoy na 11 o 37% ay nasa kabiguan, 8 o 26% naman ang nasa instruksiyunal at 11 o 37% ay nasa malayang pagbasa at walang bilang sa hindi nakakabasa. Sa kinalabasang pagtataya, 100% ng mga mag-aaral ay nakabasa at natukoy ang lebel ng kanilang kakayahan sa loob ng 6 buwan.

**Research limitations/implications:** Ang mga kalahok sa ginawang pag-aaral ay ang tatlung (30) mag-aaral sa Baitang I.

**Originality/value:** Ang pag-aaral na ito ay magsisilbing batayan ng guro kung anong uri ng babasahin at pagtataya ang dapat ibigay sa kanyang mag-aaral, gayundin ang angkop na interbensyon sa mga batang nahihirapang bumasa.

**Keywords:** mag-aaral, makabasa, mapagkalingang programa, lebel ng kakayahan, unang baitang, Dapdap ES

**PROJECT PAGLITAM (PAGYAMANIN AT LINANGIN TALENTO SA PAGBASA NG MGA MAG-AARAL): IMPROVING THE READING SKILLS OF GRADE 3 LEARNERS UNDER FRUSTRATION**

NAI-AR-TL-FI-5-22

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**Purpose:** This study aims to determine the effectivity of Project PagLiTAM (Pagyamanin at Linangin Talento sa pagbasa ng mga Mag-aaral) in improving the reading skills of grade 3 learners under frustration level. Furthermore, it seeks the percentage of grade 3 learners under frustration level and the difference between the number frustrated readers after the intervention was given.

**Design/methodology/approach:** Quasi- experimental design was used to gather the necessary data. Each adviser profiled the learners as to independent, instructional and frustration readers. Learners under frustration are the ones given focus in Project PagLiTAM. Purposive sampling was used since there is an available data from the reading profile. In the post-test, materials from Phil-IRI are used to assess whether their reading skills improved after undergoing the abovementioned project. In the pretest, 26.71 % or 127 learners (76 male and 51 female) grade 3 learners are under frustration.

**Findings:** After the intervention, the number of frustration readers decreased to 6.59 % or 31 learners (21 male and 10 female). Using T-test, the t-value is 3.61301. The p-value is .034397. The result is significant at  $p < .05$ .

**Research limitations/implications:** The results implied that when teachers are more intentional when it comes to providing reading intervention, significant progress in the reading skills of learners is achievable.

**Originality/value:** Reading intervention provides students with an opportunity to increase reading, writing, test taking, and study skills.

**Keywords:** reading skills, independent, instructional, frustration, reading intervention

**UTILIZATION OF JOYRIDE TAYO SA PAGBASA AMONG GRADE 1 LEARNERS IN  
MITAGATING STRUGGLING READERS OF BULIHAN SITES AND SERVICES PROJECT  
ELEMENTARY SCHOOL**

SIL-AR-TL-FI-11-21

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**Purpose:** This paper shows the developed reading material like JOYRIDE sa Pagbasa provided continuous opportunity for students to practice with texts of varied genres that are graded according to their reading comprehension. This is to assess the reading comprehension of learners on modules in Grade 1 of Bulihan Sites and Services Project Elementary School. From a total of Fifty (50) respondents. There are twenty-five (25) males, and twenty-five (25) females from Grade 1 of BSSPES.

**Design/methodology/approach:** The paper is an analysis of reported data for the School Action Plan in Reading to be utilized so that it helped to improve the reading comprehension of the Grade 1 pupils.

**Findings:** This paper concludes that the classroom-based interventions proposed for the overall improvement in reading comprehension for Grade 1 pupils in Filipino is the Mechanical and Strategical Comprehension Teaching by Taylor, Pearson, Peterson, and Rodriguez (2003).

**Research limitations/implications:** Not Applicable

**Originality/value:** This paper provides original data on the use of interventions like Project Joyride sa Pagbasa that will greatly aid school with struggling readers to improve their reading comprehension especially in Grade 1 pupils.

**Keywords:** Project Joyride sa Pagbasa, Reading Comprehension, interventions, struggling reader

## **TEACHING AND LEARNING - SCIENCE**

**A PHENOMENOLOGICAL STUDY ON TEACHING ROBOTICS: CURRENT STATUS,  
CHALLENGES, AND FUTURE DIRECTIONS IN THE POST PANDEMIC PERIOD**

CAR-BR-TL-SC-6-22

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**Purpose:** The study focused on the experiences of robotics teachers within the Carmona District of the Schools Division Office of Cavite Province. Its aim is to significantly understand the essence of the current status, challenges, and perceived opportunities of robotics educators as a basis for the future directions through developmental plans towards the improvement of robotics instruction.

**Design/methodology/approach:** This phenomenological study revealed the experiences of 5 (five) robotics teachers and coaches through a semi-structured interview. Themes were generated from the participants' responses using the qualitative analysis by Creswell (2009).

**Findings:** Lived experiences of the robotics teachers and coaches in the post pandemic period may be summarized into five (5) themes: (1) trainings/workshops in robotics, (2) robotics curriculum, (3) robotics equipment, (4) financial support, and (5) support group.

**Research limitations/implications:** The respondents of the study were robotics teachers and coaches handling robotics subject in schools offering the Science, Technology, and Engineering (STE) Program in the districts of Carmona. The questions were formulated to generate professional experiences of robotics teachers regardless of the years in service, specialization, or any other variables.

**Originality/value:** The results of the study led to the creation of developmental plans centered on enhancing instructional support for teachers who teach and coach students who join robotics competitions. These programs are designed to improve robotics instruction within the district and may be adopted by other schools as well within the Division.

**Keywords:** Robotics instruction, lived experiences, STE program

### **ARE THEY ON THE RIGHT PATH? TRACER STUDY OF SPECIAL SCIENCE CURRICULUM (SSC) COMPLETERS OF ETTMNIHS FROM 2018-2022: ADVANTAGES AND CAREER CHOICE**

KAW-BR-TL-SC-22-22

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**Purpose:** This study aimed to track the post-junior high school education of former Special Science Curriculum (SSC) students of ETTMNIHS. It also investigated the career path pursued by these SSC completers, identified the factors of their choice and explored the advantages of SSC after JHS to serve as the basis for developing an action plan to strengthen the Science, Technology and Engineering (STE) Program in the school.

**Design/methodology/approach:** This tracer study utilized a quantitative-descriptive method through an online survey questionnaire to explain the respondents' profile, respondents' choice of strand/course and the factors for their choice. A qualitative approach was used to explain the beneficial aspects of being an SSC completer.

**Findings:** Majority of the respondents took STEM in SHS and STE-related courses although there are still some who chose otherwise. Highly influential factors in choosing their SHS strand are job opportunities, personal interest and academic experience. Three main themes on the advantages of SSC emerged in the study: having a research subject, developed 21st-century skills and being STEM-ready.



**Research limitations/implications:** This study is limited only to a 68% response rate of SSC completers from four school years (2018-2022). Difficulty to locate and reach the participants may have caused the constraint in attaining a complete response rate.

**Originality/value:** This study helps to evaluate the STE program and to plan for its improvement since there are not enough tracer studies conducted at the junior high school level especially covering the special program on STE.

**Keywords:** Tracer Study, STE Program, Special Science Curriculum, Career Choice

**ASSESSMENT ON THE PROFICIENCY, ISSUES AND CHALLENGES OF SCIENCE  
 ELEMENTARY TEACHERS IN THE DISTRICT OF NOVELETA ON SCIENCE  
 INVESTIGATORY PROJECTS: BASIS FOR CAPABILITY BUILDING**

NOV-BR-TL-SC-7-21

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**Purpose:** This study wants to know the proficiency, issues and challenges of science elementary teachers in the District of Noveleta in coaching and joining competitions. The result will be utilized in conducting capability trainings for science elementary teachers in order for them to join competitions in Science Investigatory Projects (SIP).

**Design/methodology/approach:** Mixed-method was used in this study. The researcher also utilized a phenomenological approach that will describe the experiences of the teachers in terms of SIP. The quantitative data was collected by answering a 4-point Likert Scale. In the qualitative side, the data was collected from the answers of the respondents. For data analysis, mean scores were utilized to measure the central tendency of the data gathered. Standard deviation was used to describe the scale. Thematic analysis was utilized to identify the issues and challenges.

**Findings:** Based on the results, the respondents had little experience in conducting and coaching Science Investigatory Projects. Issues and challenges were also identified after the conduct of the study.

**Research limitations/implications:** Forty-one science teachers from Grades 3 to 6 in the District were served as respondents of the study. The research tool was validated by the Master Teachers of the district who competed in different competitions in SIP.

**Originality/value:** The result will help the district in conducting a training to equip the science teachers in preparation for Science and Technology Fairs.

**Keywords:** Science Investigatory Projects, mixed-method, Likert scale, phenomenological approach, capability trainings

### **DEVELOPED VIDEO LESSON ON ELECTRIC MOTORS AND GENERATORS: ITS IMPACT AS INSTRUCTIONAL AND INTERVENTION MATERIAL TO SELECTED STUDENTS OF ETTMNIHS**

KAW-AR-TL-SC-20-22

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**Purpose:** This study aimed to assess the effectiveness of utilizing a researcher-made video lesson in understanding the basic operation of electric motors and generators as instructional material for online learners and intervention material for face-to-face learners.

**Design/methodology/approach:** The purposively selected participants of the study are selected Grade 10 online distance learning (ODL) modality students during school year 2021-2022 and face-to-face learners during the school year 2022-2023. One sample t-test was utilized to analyze the pretest and posttest scores of the participants while Cohen's d was used to determine the effect size.

**Findings:** The video lesson is both effective as an instructional material and intervention material as there is a significant difference in the pretest and posttest scores of both groups of learners in different modality and the Cohen's d effect size for ODL and F2F learners is 1.98 and 4.93, respectively, thus there is a large increase in the posttest scores after using the developed video lesson.

**Research limitations/implications:** This study involved only one selected section of 29 ODL learners in SY 2021-2022 and only 25 students needing remediation from two sections in SY 2022-2023.

**Originality/value:** The material used in this study is a researcher-made video lesson which was proven effective in both distance learning and physical classes. Thus, whichever the modality is, the video lesson can effectively be utilized.

**Keywords:** video lesson, electric motors and generators, instructional material, intervention material

### **GIZMOS: IMPROVING ACADEMIC ACHIEVEMENT IN SCIENCE THROUGH INTERACTIVE SIMULATIONS**

TAN-AR-TL-SC-35-22

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**Purpose:** This research aims to examine the impact of Gizmos, an interactive online simulation application, in enhancing the academic achievement of students in science.

**Design/methodology/approach:** Thirty (30) Grade 8 students selected through purposive sampling participated in a one-group pretest-posttest design research. They were given one-hour remedial classes for two weeks using Gizmos as the

intervention tool. Data collected from the pretest and posttest were analyzed using the paired sample t-test.

**Findings:** The computed mean score for the pretest is 6.53 and the computed mean score for the posttest is 9.23. The computed t-value is 8.38 and the computed p-value is 0.00 at  $\alpha = 0.05$ . Findings revealed that the use of Gizmos caused a significant increase in the academic achievement of Grade 8 students in science. Furthermore, the research also revealed a positive change in the scores of the students with a mean gain of 2.7 and 43.34% increase. The highly significant difference between the pretest and posttest indicates that Gizmos is an effective intervention tool in increasing the achievement level of students in science.

**Research limitations/implications:** This study particularly focused on the use of Gizmos as an intervention tool. Other factors that may influence a change in the academic achievement of students in science were not investigated in the study.

**Originality/value:** Gizmos provides a comprehensive teaching and learning experience to students and teachers with both online simulations and downloadable worksheets and lesson plans tackling a wide array of topics aligned to the latest education standards. Furthermore, Gizmos offer educators free trainings and seminars for continuous professional growth.

**Keywords:** Gizmos, interactive simulation, intervention, remediation

## INTEGRATING SCIENCE CONCEPT IN READING TO IMPROVE ACADEMIC PERFORMANCE IN SCIENCE

IND-AR-TL-SC-37-21

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**Purpose:** To determine the effectiveness of the use of Reading Materials with Science concepts among the selected Grade 10 students of Lumampong Integrated National High School, S.Y. 2022-2023. It aims to establish the attitudinal change towards Science with the help of the reading enhancement program, and to establish the strategies that can be used to enhance the mastery of competency in Science.

**Design/methodology/approach:** This study used quasi-experimental research design twenty percent of the total population of Grade 10 learners, in proportion per reading category, these learners fall under frustration, instructional or independent category, The learners are chosen using stratified random sampling. The students were given with different reading materials along Most Essential Learning Competencies (MELC's) with science concepts as part of the enhancement program.

**Findings:** The results show that there was an improvement on students' performance in Science 10 using reading materials with science concept as part of vocabulary instruction and reading program.

**Research limitations/implications:** This study was limited to forty selected Grade 10 students. However, the results may have implications for instruction to all grade 10 students of Lumampong Integrated National High School, or other schools within the community with similar conditions.

**Originality/value:** Provides the school a pattern with a systematic manner of utilizing the program about vocabulary instruction with the use of Reading Materials with Science concepts.

**Keywords:** Reading, Enhancement, Attitude towards Science

### **INTEGRATION OF ADAPTIVE CURRICULUM IN TEACHING SCIENCE TO IMPROVE THE ACADEMIC PERFORMANCE OF GRADE SIX PUPILS**

ROS-AR-TL-SC-14-22

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**Purpose:** This study aimed to investigate the effectiveness of integrating an adaptive curriculum to enhance the academic performance in Science of grade six pupils at Mayor Calixto D. Enriquez Elementary School.

**Design/methodology/approach:** The study utilized a pre-experimental approach employing a one-group pretest-posttest design. Thirty grade six pupils, identified as struggling with Science learning competencies based on pre-test results, were selected using purposive sampling. Paired t-tests were used to compare pre-test and post-test results.

**Findings:** The findings revealed that the integration of Adaptive Curriculum within the teaching context of Science 6 significantly improved participants' academic performance.

**Research limitations/implications:** Integrating an Adaptive Curriculum in teaching Science embodies dynamic interactions, where knowledgeable teachers guide learning based on their understanding of students and their readiness to learn. The curriculum's responsiveness aligns with learners' needs.

**Originality/value:** Integrating an adaptive curriculum empowers learners to steer their learning while entrusting teachers with decision-making.

**Keywords:** Adaptive Curriculum, Academic Performance, Science, Grade Six Pupils, Pre-Experimental

## INTEGRATION OF CROSS-OVER LEARNING IN TEACHING SCIENCE TO IMPROVE THE ACADEMIC PERFORMANCE OF GRADE FOUR PUPILS

ROS-AR-TL-SC-21-21

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**Purpose:** This study aimed to investigate the effectiveness of integration of cross-over learning in teaching Science to improve the academic performance of grade four pupils.

**Design/methodology/approach:** This study used Pre-experimental method utilizing one -group, pretest-post test design. Thirty grade four pupils who were identified with difficulties in understanding the learning competencies on Science based from pretest result were chosen using purposive sampling, This result of pre-test and post-test of the participants were compared using paired t-test.

**Findings:** The findings revealed that after the integration of cross-over learning in teaching Science among the participants improved their academic performance.

**Research limitations/implications:** Integration of Cross-over learning in Science emphasized the transfer of learning and importance of eliciting prior understanding.

**Originality/value:** This action research showed that if the Cross-over learning is practiced correctly and thoughtfully, it will be an excellent teaching model which can promote students higher forms of cognitive domains which is incoherence with the theory of Bloom's revised taxonomy for cognitive domain.

**Keywords:** Cross-over learning, Science, academic Performance, Grade four Pupils

## METACOGNITIVE READING AWARENESS AND SCIENCE ACHIEVEMENT OF GRADE THREE PUPILS AT INDANG CENTRAL ELEMENTARY SCHOOL SY 2022-2023

IND-BR-TL-SC-25-22

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**Purpose:** This study primarily aims to determine how the Metacognitive Reading Awareness (MRA) affects the science achievement of the Grade Three pupils at Indang Central Elementary School SY 2022-2023.

**Design/methodology/approach:** One hundred twenty-one respondents answered the Survey of Reading Strategies (SORS) to measure their MRA. Then, the 50-item science achievement test is also administered to them. The significant difference between the two tests is obtained by using one way ANOVA. Correlation (Pearson r) is computed to get the rectilinear relationship between Science Achievement and MRA. Finally, the correlation ratio is also calculated to know the curvilinear relationship existing between these variables.

**Findings:** It was found out that the subjects have average level in science. Additionally, these pupils have a high level of MRA. Lastly, it is discovered that the Third-Grade class's MRA and science achievement are significantly correlated.

**Research limitations/implications:** This study does not include other variables such as the teacher factor, learning disabilities as well as urban and rural settings.

**Originality/value:** Knowing that our nation comes in second-to-last on Science Achievement Tests, the study is valuable to schools whose pupils are struggling to achieve higher science grades. The study will show that using their reading strategies to comprehend the questions in a test can help them improve their science achievement.

**Keywords:** Metacognition, reading, Science Achievement, Metacognitive Reading Awareness (MRA)

### **MODELING INSTRUCTION IN SCIENCE: STRATEGY TO IMPROVE THE ACADEMIC PERFORMANCE OF GRADE SIX PUPILS**

ROS-AR-TL-SC-34-22

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**Purpose:** This study aimed to investigate the effectiveness of modeling instruction in Science as a strategy to improve the academic performance among grade six pupils.

**Design/methodology/approach:** This study used Pre-Experimental, One-group Pretest-Posttest Design. Data were collected using a standardized 20-item tests that were adopted from Science 6 Module.

**Findings:** In the comparison of means of the pretest and posttest of participants there is.000 significant difference on the pretest and post-test. It shows that there is significant difference on the pretest and post-test of participants after the modification on the teaching-learning process, strategies and the use of modeling instruction as an intervention in teaching Science.

**Research limitations/implications:** The research is mainly focused on the Grade 6 Learners of Tejeros Convention Elementary School in their Science subject.

**Originality/value:** The use of Modeling Cycle in teaching Science. The learner will be able to learn not merely the competencies design for science but also other competencies that they may acquire.

**Keywords:** Modeling Cycle, Teaching Science with Modeling Cycle, Modeling

**OSLEC TAMBAYAN (OVERCOMING SCIENCE DIFFICULTIES THRU LISTENING, ENGAGING AND CONFERENCING): A PODCAST LEARNING EPISODE FOR STRUGGLING GRADE TEN LEARNERS IN SCIENCE**

KAW-AR-TL-SC-11-22

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**Purpose:** The purpose of the study is to overcome science difficulties through podcast learning episode of struggling Grade 10 students in Emiliano Tria Tirona Memorial National Integrated High School during the First Quarter of S.Y. 2022 – 2023.

**Design/methodology/approach:** This study employed the pre-experimental one sample pretest-posttest study. Students who got below the average score in the summative assessment were the respondents of this study. The selected participant attended the podcast learning episode as an intervention activity. After attending the intervention program, a posttest was administered to determine if there is an increase in the mastery level in science. Also, a survey was conducted to assess the quality and content of the learning episodes and their interest toward science upon attending the given intervention.

**Findings:** This study utilized a t-test one sample research approach. The findings revealed that the computed t-value of 30.27 is greater than the critical value of 1.69, which means that there is a significant difference between the pretest and posttest scores of Grade 10 learners. This study revealed that the developed podcast learning episodes is an effective intervention material for struggling learners in Science.

**Research limitations/implications:** This study was limited to five sections of Grade 10 students selected based on the results of the summative assessment in Science 10 covering the MELCs in the first grading period.

**Originality/value:** Podcast is a new avenue to address any least mastered competencies. Teachers may utilize this study as basis to develop their own podcast learning episodes.

**Keywords:** Podcast Learning Episode, Science difficulties, Struggling learners

**PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE OF GRADE SIX PUPILS IN SCIENCE IN THE NEW NORMAL: BASIS FOR AN ACTION PLAN**

SIL-BR-TL-SC-25-22

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**Purpose:** This study aimed to assess the influence of parental involvement on the academic performance of grade six pupils in science in the new normal in Tartaria Elementary School and Tartaria West Elementary School, Silang District in the school year 2021-2022, as the basis for an action plan.



**Design/methodology/approach:** The quantitative design using descriptive method was employed in this research. This focused on identifying the influence of parental involvement to the academic performance of grade six pupils in science in the new normal.

**Findings:** Most of the parents were very highly involved in completing tasks for their children. Majority of the grade six pupils had very satisfactory academic performance in Science. There was a significant correlation between parental involvement and pupils' academic performance in Science. High value on parental involvement tends to occur with high level of pupils' academic performance in Science.

**Research limitations/implications:** This study focused on the influence of parental involvement on the academic performance of grade six pupils in science in the new normal in Tartaria Elementary School and Tartaria West Elementary School, Silang District.

**Originality/value:** This study led to an action plan to enhance pupils' academic performance and to strengthen parental involvement in supporting pupils' education, pandemic or not.

**Keywords:** Parental Involvement, Academic Performance, Science, Action Plan

### **PERCEPTION AND ACADEMIC ACHIEVEMENT IN SCIENCE VIDEO LESSON AS A SUPPLEMENTAL MATERIAL IN MODULAR LEARNING**

ALF-AR-TL-SC-18-22

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**Purpose:** The Department of Education is committed to ensure educational continuity amidst the challenges. Education must continue to give hope and stability, facilitate development of learners and brings normalcy to their lives but health and safety of learners and school personnel are of utmost importance and must be always protected. (DepEd Order No. 007, s. 2020).

**Design/methodology/approach:** Purposive sampling was used in this study, Mean scores and standard deviation regarding perception of pupils, pre-test-post-test scores, the difference of scores between Pretest and Post Test scores using T-Test. Pearson Product Correlation Coefficient were also used in identifying the relationship between perception of pupils in their academic achievement.

**Findings:** With the mean score of 3.95 and standard deviation of 0.23, the pupils showed very favorable perception With the  $t$  – value of 16.778 and  $P$  – value of 0.01 at 0.05 level of significance, there is enough statistical evidence to conclude that there is a significant difference between the pre – test and post – test scores of Grade – 6 pupils

There is a high positive correlation between perception of Grade 6 pupils in using Science Video Lesson and their academic performance in science.



**Research limitations/implications:** The study is limited to Grade VI Sampaguita pupils for SY 2021-2022 and Science as the main focused subject.

**Originality/value:** An evaluated and validated learning resource was developed by the proponent.

**Keywords:** evaluated, validated Video Lesson, academic

### **PROJECT CARES: IMPROVING ACADEMIC ACHIEVEMENT OF GRADE 7 STUDENTS IN SCIENCE**

GEA-AR-TL-SC-10-22

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**Purpose:** This study aims to determine the impact of Project CARES: Continuous Assistance through Remediation and providing Enhance Science Activities on the Academic Performance of Grade 7 students in Science.

**Design/methodology/approach:** This study utilized the descriptive comparative design. Descriptive design is used to collect information about variables without changing the environment. Since the study compared variables from the academic performances from the previous performance and the current performances without manipulating the independent variable, the researcher adopted the comparative design within descriptive research. The data gathered were subjected to statistical treatment using mean and t-tests to test the significant difference between the learner's Academic performance before and after the intervention.

**Findings:** Based on the results, it statistically revealed the p-value is less than 0.0001, with df=80, a t-value of 12.9725, and a confidence level of 95%. Thus, the implementation of Project CARES is considered to be extremely statistically significant in improving the academic performance of the selected grade 7 students in Science.

**Research limitations/implications:** The study is limited to selected Grade VII pupils SY 2022-2023 and Science is the main focused subject.

**Originality/value:** The result of the study can be a guide to other teachers in providing remedial and learning materials for students who are at risk of failing their subjects.

**Keywords:** Remedial, learners' material, Academic Performance

**PROJECT I-SOAR**

ROS-AR-TL-SC-38-22

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**Purpose:** This study aimed to increase literacy using Project I-SOAR (Improvement of Students' Outcome Assessment Results) through Science Vocabulary games, among selected grade ten students of Bagbag National High School.

**Design/methodology/approach:** This study used quasi experimental method in pretest-posttest design, wherein two groups, two experimental and control group. Forty grade ten students were randomly selected through Fishbowl technique. The result of the pretest and posttest were compared using mean, standard deviation, and paired t-test.

**Findings:** The findings revealed that participants improved their assessment results after the implementation of Project I-SOAR in teaching Science lessons in grade 10. The result of the post test of experimental group shows significant difference compared to control group.

**Research limitations/implications:** Project I-SOAR significantly improve the student engagement through the games employed in learning science vocabulary. The student show great interest in every week's lesson. And easily remember the science words during recall. The researcher recommends using trendy and various games.

**Originality/value:** The study focused on how the learning outcome assessment result can be increased or improve through science vocabulary games.

**Keywords:** Science Vocabulary games, Assessment Results, Experimental, Controlled, Grade 10 students

**PROJECT PLUMA (PRODUCING LEARNING MATERIALS FOR USUAL LEAST MASTERED SKILLS COMPETENCIES ACROSS ALL AREAS): EFFECTS ON GRADE 3 LEARNERS' ACADEMIC PERFORMANCE IN SCIENCE**

TAN-AR-TL-SC-45-22

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**Purpose:** This study aims to lift the academic performance of the Grade 3 pupils Least Mastered Skills through the utilization of teacher made e-learning video in virtual meetings. The grades of the students will be the basis on who will be given an assistance. It is necessary to determine who are these learners for us to be able to cater their needs.

**Design/methodology/approach:** Both pre-test and post-test were conducted on the selected Grade 3 learners in Science subject. Pre-test was given prior to the utilization of e-videos and a post-test was administered right after the application of the intervention. In this intervention, the teacher-researchers will send e-videos

that will help the learners to cope up with the topics which are hard for them. Teacher-made e videos materials will also be sent online. The result of the assessment was subjected to statistical analysis specifically Mean, Standard Deviation, and t-Test.

**Findings:** Based on the mean scores, the participants' level of achievement has increased. The outcome suggests that the learners' pre-test and post-test scores following the intervention were significantly different. The beneficial difference demonstrated the benefits of localized e-learning videos.

**Research limitations/implications:** It was delimited for the Grade 3 learners to determine the effectiveness of Project PLUMA (Producing Learning materials for Usual least Mastered skills competencies Across all areas) to their Academic Performance in Science.

**Originality/value:** This action research can be a basis for the school to increase the academic performance of the Grade 3 learners using Project PLUMA intervention and it will be helpful and beneficial to other learning areas as well.

**Keywords:** Academic Performance, Teacher-made E-learning Videos

### PROJECT SRP (SCIENCE READING PROGRAM): A READING INTERVENTION PROGRAM IN SCIENCE

ROS-AR-TL-SC-47-22

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**Purpose:** This research study aimed to measure the impact of Project SRP (Science Reading Program) as a science reading intervention that develops reading comprehension skills of students and improves academic performance on the subject.

**Design/methodology/approach:** Descriptive quantitative method of research using pre-test and post-test research design. Pre, During and Post reading activity was conducted as part of the reading intervention. Phil-IRI tool was used to determine the pre and post reading status of students. Validated test questionnaire was used to measure student's achievement. Average mean, SD, and t-test was used to statistically analyze the results.

**Findings:** Project SRP (Science Reading Intervention) was found to give a significant difference on the reading status of students. Students improved from frustration level to independent level depending on the level of science vocabularies encountered by students. Constants provision of pre, during and post reading activities helped on improving students reading level and makes students familiar on varieties of science vocabularies. These also helped on improving understanding of science concepts resulting to better achievement level in science.

**Research limitations/implications:** The study focused on the use of science reading materials/ activities which help on improving students reading status.

**Originality/value:** Widening science vocabularies and provision of science reading materials/ activities helped on improving the achievement level in science and at the same time improved students reading status.

**Keywords:** Science Reading Program, Vocabularies, Achievement, Reading Status

### **PROJECT TELE-ARAL: AN INTERVENTION PROJECT FOR GRADE 5 DEPENDENT LEARNERS UNDER MODULAR DISTANCE LEARNING**

NOV-AR-TL-SC-1-21

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**Purpose:** This study helps selected learners to better understand the self-learning modules with the use of video lessons stored in flash drives. This serves as a supplementary tool to address the absence of home facilitators.

**Design/methodology/approach:** The study utilized a pre-experimental design. The purposively selected respondents were given a pretest on topics under Science 5. The respondents will undergo the intervention program. A post-test was given after the intervention. In interpreting the data, the mean, standard deviation, and mean percentage scores were utilized. A paired t-test will be used to know the significant difference between the pre-test and post-test.

**Findings:** The results revealed that there is a significant difference between the performance of the respondents in the implementation of the project. The results from the pre-test ( $M = 9.20$ ,  $SD = 1.15$ ) and post-test ( $M = 21.33$ ,  $SD = 2.19$ ) scores before and after the project show an increase in scores.

**Research limitations/implications:** Purposive sampling was used in the study, wherein 15 respondents were identified as grade 5 dependent learners with less supervision at home. The study utilized a pre-experimental method of research. In this research method, pre-test and post-test were used by the researchers. The instrument was prepared for both the pre-test and post-test and checked by the master teachers in the District.

**Originality/value:** This study will help the pupils without the supervision of home facilitators. Moreover, this study provided results that may also serve as an aid for different learning areas.

**Keywords:** Project Tele-Aral, Modular Distance Learning, Plan, pre-experimental design, purposive sampling

**RESEARCHER-DEVELOPED MODIFIED STRATEGIC INTERVENTION MATERIAL:  
 EVALUATION OF ITS IMPACT TO THE SELECTED GRADE 9 LEARNERS IN  
 UNDERSTANDING THE IONIC BOND**

KAW-AR-TL-SC-42-22

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**Purpose:** This research aimed to assess the effectiveness of utilizing a researcher-made strategic intervention material in understanding the ionic bond as an intervention material for face-to-face learners.

**Design/methodology/approach:** The participants of the study were Grade 9 face-to-face learners during the school year 2022-2023 who needs remediation. Those learners who fall below the required passing score were regarded as learners needing intervention, hence became the participants in the study. The intervention was given to them. A t-test was employed to determine whether there was a change in the performance of the learners before and after the administration of the strategic intervention material. The MS Excel Data Analysis Tool Pak was used to carry out the statistical treatment.

**Findings:** It can be inferred that the developed strategic intervention material on ionic bond was an effective intervention material. There was a significant difference in the pretest and posttest scores since the computed t-value of 77.075 is greater than the critical value of 1.658. The p-value was also lower than the identified level of significance 0.05. There was an increase in the posttest scores after using the developed strategic intervention material. This intervention material can be implemented to grade 9 learners and to other grade levels.

**Research limitations/implications:** The study involved only five sections of Grade 9 face-to-face learners in SY 2022-2023. From this, 118 students were given intervention.

**Originality/value:** The strategic intervention material used in this study is a researcher-made which was effectively proven in face-to-face classes.

**Keywords:** ionic bond, strategic intervention material

**SCIENCE RESEARCH EDUCATION AMONG JUNIOR HIGH SCHOOLS WITH SPECIAL  
 SCIENCE CLASS / SCIENCE, TECHNOLOGY, AND ENGINEERING PROGRAM AND  
 GENERAL CURRICULUM IN SDO CAVITE PROVINCE: PREPARATIONS, PRACTICE,  
 PROBLEMS, AND POSSIBILITIES**

DIV-BR-TL-SC-6.3-22

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**Purpose:** The study was conducted to determine the overall essence of the experiences of science teachers who handled research subjects from junior high



schools with special science class / science, technology, and engineering program and general curriculum within the Division of Cavite Province.

**Design/methodology/approach:** This study used qualitative approach specifically descriptive research design. To determine the participants of the study from junior high schools with special science class / science, technology, and engineering program and general curriculum, purposive sampling was used. By using a google form, data for the extent of preparation, lessons, and the challenges experienced by the science teachers were collected. This study also used thematic data analysis for data interpretation.

**Findings:** Science teachers from SSC/STE and general curriculum perceived that there is a very large extent and large extent of preparation for teaching research in terms of resources for teaching, respectively. Both junior high school teachers perceived large extent on research instruction. However, science teachers from SSC/STE and general curriculum perceived large extent and a little extent in terms of research conduct, respectively. In addition, following themes were exposed as factors that influenced the science teachers' level of extent of participation for teaching research such as technical and professional assistance, instructional materials for SIP, appropriateness of laboratory testing and its availability.

**Research limitations/implications:** Limit of the study included the understanding on experiences of science teachers who handled research subjects from junior high schools with SSC/STE program and general curriculum within the Division of Cavite Province. This focused on learning resource, instruction and conduct of the research.

**Originality/value:** Research subject is an elective subject among junior high schools with SSC/STE program but not in general curriculum. Outcome and scientific results of this study will serve as basis for future planning on the improvement of research education in the junior high schools in the said province.

**Keywords:** science research education, research preparation, research conduct, challenges in research, and possibilities in research education

### **SCIENCE RESEARCH EDUCATION AMONG REGULAR ELEMENTARY AND JUNIOR HIGH SCHOOL IN SDO CAVITE PROVINCE: PREPARATIONS, PRACTICE, PROBLEMS, AND POSSIBILITIES**

DIV-BR-TL-SC-6.10-22

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**Purpose:** This research was conducted to determine the overall essence of the experiences of science teachers handling research subjects in the province of Cavite.

**Design/methodology/approach:** The study utilized a descriptive-qualitative research design. Purposive sampling was used to identify the respondents from regular elementary and junior high schools. The extent of preparation, the lessons,

and the challenges experienced by the teachers were gathered through survey using a google form. The study made use of statistical analysis such as weighted mean, standard deviation, and thematic data analysis in interpreting the collected data.

**Findings:** From the study, regular elementary and JHS teachers perceived that there is a large extent of preparation for teaching research in terms of resources for teaching and research instruction. In terms of research conduct, regular elementary teachers perceived a "large extent" and JHS teachers perceived "a little extent" respectively. Additionally, based on the data collected, the following themes were revealed as factors that influenced the participants level of extent of participation for research teaching: availability of research materials, resources, and resource persons.

**Research limitations/implications:** The study was limited to understanding the experiences of regular elementary and JHS science teachers handling research subjects in the division of Cavite province only. This study focused on resource for teaching, research instruction and research conduct.

**Originality/value:** Research as subject is not common among regular elementary and JHS. Result of this study will serve as baseline data for planning on the improvement of the research education in the regular elementary and JHS in SDO-Cavite province.

**Keywords:** Research, Research Conduct, Research Instruction

**SCIENCE RESEARCH EDUCATION AMONG SPECIAL SCIENCE PROGRAM  
IMPLEMENTING SCHOOLS IN SDO CAVITE PROVINCE: PREPARATIONS, PROBLEMS,  
PRACTICE, AND POSSIBILITIES**

DIV-BR-TL-SC-6.1-22

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**Purpose:** This study aims to determine the challenges encountered by educators teaching the conduct of science investigatory project (research) in terms of teaching resources, ability to supervise students in developing science investigatory projects, and the ability to establish connections to different laboratories and institutions to cater the needs of the learners in performing the experiments needed for their research.

**Design/methodology/approach:** Purposive sampling technique was applied focusing among Science and Research teachers working in schools offering special science classes within SDO Cavite Province. Twenty-five junior high school Research teachers and thirteen elementary teachers who mentored students in developing science investigatory projects served as the participants of the study. Codes were assigned to each respondent to maintain their anonymity. A validated survey questionnaire was provided after securing the consent form. For quantitative data, frequency, mean, standard deviation and mode were

analyzed. For qualitative data, responses were grouped according to similarities of thoughts answered by the participants.

**Findings:** Results showed that teachers from SSES and STE schools had difficulties in finding reference materials and developing learning resources needed in teaching Research subject. However, they find ways to fill those gaps through self-study and collaboration with colleagues especially in areas outside their field of expertise.

**Research limitations/implications:** It caters teachers from SSES and STE schools who are teaching and coaching students who are developing science investigatory projects.

**Originality/value:** This research study evaluates the current condition of educators who are teaching and coaching students in making science investigatory projects

**Keywords:** Keywords: challenges, science investigatory projects

### **SCIENCE RESEARCH EDUCATION AMONG STE-JHS OF SDO CAVITE PROVINCE: PREPARATIONS, CHALLENGES, PRACTICE AND POSSIBILITIES**

DIV-BR-TL-SC-6.9-22

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**Purpose:** Determining the practice and problems encountered in teaching scientific research and the possibilities for future improvement of the tasks was the focused of the study. Technical assistance needed as determined by teachers was gathered to served as basis in providing technical assistance or support program

**Design/methodology/approach:** The researchers both used quantitative and qualitative process of research. Specifically, concurrent mixed method of research was used. The data collected from both methods was then merged in the analysis to have an in depth understanding of each variable mentioned.

**Findings:** Analysis of the data showed that learning resources, research conduct in laboratory and conduct of research on partners institution needs most attention. The respondents cited that they resort on online search for the materials to be used in teaching the subject. While on having a partner institution the teachers asked their students search, and others asked for help to their superiors. One of the participants even cited it is badly needed. Same was observed on needs for laboratory

**Research limitations/implications:** The study focused on practice, and problems encountered by science research teachers. Possibilities for its future improvement was also determined through identification variables that needs technical assistance.



**Originality/value:** Science research journey of teachers in the division of Cavite province was reflected in this study showing all possible area for technical assistance and improvement.

**Keywords:** Science Research Teaching, Practice, Problems, Possibilities.

**SCIENCE RESEARCH EDUCATION IN SDO CAVITE PROVINCE: PREPARATIONS, CHALLENGES, PRACTICE AND POSSIBILITIES**

DIV-BR-TL-SC-6.5-22

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**Purpose:** This study aims to explore the overall secondary science research teachers in the Junior High School in the four clusters in the Division of Cavite Province their lived experiences in terms of preparations, challenges and practices as they faced the new normal as well as possibilities.

**Design/methodology/approach:** This phenomenological study focused on the experiences of science research teachers in the four clusters – North, East, West and South in the Division of Cavite Province thru a semi-structured interview, data were generated coded, decoded and identified the emerging trends and themes encompassing the preparations, challenges and practices, as well as possibilities.

**Findings:** The significant experiences of the science research teachers could be summarized into four (4) themes: technical aspects, instructional materials for different categories of science investigatory project, laboratory testing availability and expertise, and professional development. A developmental plan on trainings and workshops on technical aspects of scientific research on statistical test and preparation of ISEF forms, poster and video presentation, presentation and discussion of results; educational field trip on some science and research institutions for laboratory and expertise collaboration.

**Research limitations/implications:** Experiences of science research teachers on scientific research on the new normal of education.

**Originality/value:** A developmental plan revealed on the study to strengthen the science research education in the regular secondary schools to help our science research teachers in the preparation and challenges they encountered as well as to improve practices for possibilities.

**Keywords:** science research education, challenges and possibilities

**SCIENCE RESEARCH ENHANCEMENT PROGRAM IN SPECIAL SCIENCE PROGRAM  
 IMPLEMENTING ELEMENTARY SCHOOLS IN SDO CAVITE PROVINCE: PREPARATIONS,  
 PROBLEMS, PRACTICE, AND POSSIBILITIES**

DIV-BR-TL-SC-6.12-22

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**Purpose:** The main objective of the study is to identify the challenges encountered by elementary teachers in special science program implementing schools in coaching science investigatory projects (SIP), ability to conduct and supervise the pupils in developing SIP and to determine possible strategies in strengthening SIP coaching.

**Design/methodology/approach:** Mixed method of research with purposive sampling technique was utilized on special science program implementing elementary schools in the Division of Cavite Province who served as coaches in science investigatory project competitions.

**Findings:** Results from the survey revealed that the respondents are on a large extent in terms of resources for teaching-learning resources, research instruction, research conduct and resources for teaching developing earning resources. On the other hand, thematic analysis of the answers to open-ended questions showed that the respondents conducted various practices and strategies in preparing the school's program in science research. The problems in searching for partner institutions are very evident among respondents. Still, great practices are being shown that will lead into positive possibilities in conducting science investigatory projects.

**Research limitations/implications:** The study was limited to the science teachers of special science implementing schools who served as coaches in different science investigatory project competitions. Preparations, problems encountered, practices and possibilities in enhancing science research program was focused in this study.

**Originality/value:** The findings of this study will be utilized in improving the culture of science research in schools that offers special science program.

**Keywords:** special science implementing schools, teaching-learning resources, science research, science investigatory projects

**SCIENCE RESEARCH INSTRUCTION IN THE NORTH UNIT OF SDO CAVITE PROVINCE:  
 PREPARATIONS, PROBLEMS, PRACTICE, AND POSSIBILITIES**

DIV-BR-TL-SC-6.2-22

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**Purpose:** The study focused on examining the experiences of Science Research teachers in their instruction in the new normal in hopes of contributing to the

available literature on teacher experience during the COVID-19 pandemic and providing baseline data for professional development plans in science research instruction.

**Design/methodology/approach:** A validated 25-item questionnaire was utilized to determine the practices, adjustments, and plans in science research instruction among the ten (10) science research teachers from regular, STE, and STEM-offering SHS schools within the North Unit of SDO Cavite Province. The preparations and challenges experienced by the respondents were summarized using descriptive statistics while the adjustments implemented were analyzed using thematic analysis.

**Findings:** The findings revealed that the respondents extensively prepared for their research teaching in terms of searching for resources, planning for instruction, and arranging for actual research conduct. Moreover, instructional planning and learning resources were perceived to be the most challenging aspects of science research instruction.

**Research limitations/implications:** The data gathered were analyzed and interpreted regardless of the respondents' length of service, designation, age, grade level taught, and place of assignment.

**Originality/value:** The results of the study paved way for planning a holistic program that aims to enhance the quality of science research instruction. The first of its kind, the program hopes to address the gap in science research instruction in terms of pedagogical strategies, availability of learning resources, and strengthening scientific networks in SDO Cavite Province.

**Keywords:** STE, STEM, Science Investigatory Project, Science Research

### **SELFIES (SELF-IMPROVEMENT EVALUATION SHEET): PROMOTING SELF-ASSESSMENT AMONG GRADE 10 LEARNERS OF ETTMNIHS**

KAW-AR-TL-SC-21-22

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**Purpose:** This research aimed to assess the Self-Improvement Evaluation Sheets (SELFIES) and to develop self-assessment of Grade 10 students of Emiliano Tria Tirona Memorial National Integrated High School (ETTMNIHS) in the school year 2022-2023.

**Design/methodology/approach:** This research utilized the descriptive quantitative research design. Data gathered from the participants using a four-point scale of survey questionnaire and analyzed using weighted mean and standard deviation. The t-test of dependent samples were used to determine the significant differences. Those were done through Data Analysis Tool of Microsoft Excel.

**Findings:** The participant's overall rating towards their experience in using SELFIES was excellent. They also Strongly Agreed that SELFIES was able to promote self-

assessment and they were given opportunity to correct their misconceptions. They also Agreed that it was able to enhance their understanding of the lesson. Meanwhile, significant improvement after the process of test-retest of written works was observed. There was also a positive correlation between overall learners' rating given to SEFLIES and their scores in the quarterly assessment.

**Research limitations/implications:** This study was limited to the rating based on perception given by the Grade 10 learners towards the intervention material.

**Originality/value:** The findings of this research effectively provide the knowledge and useful materials for educators and help the development of learner's critical skills on how to analyze their own works. The SELFIES directed them to lifelong learning if implemented and replicated in other grade levels

**Keywords:** SELFIES, self-assessment, self-improvement, own learning, test-retest

**SYNCHRONOUS AND ASYNCHRONOUS SCIENCE LEARNING DELIVERY AND  
ACADEMIC PERFORMANCE OF SELECTED STUDENTS OF TAGAYTAY CITY SCIENCE  
NATIONAL HIGH SCHOOL – INTEGRATED SENIOR HIGH SCHOOL: BASIS FOR A  
PROPOSED INTERVENTION PROGRAM**

TAG-AR-TL-SC-1-22

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**Purpose:** The main purpose of the study is to ascertain the extent of effectiveness using synchronous and asynchronous science learning delivery in relation to the level of the students' academic performance for the School Year 2021 – 2022.

**Design/methodology/approach:** Quantitative method of research with purposive sampling technique was used in the study. While, questionnaire on the lesson content, lesson input, and lesson enrichment were used to gather empirical data.

**Findings:** Based on the findings of the study, all indicators were assessed as strongly agree as to extent of effectiveness of synchronous and asynchronous learning delivery in terms of lesson content (WM=3.62); lesson inputs (WM= 3.76); and lesson applications (WM=3.89). In addition, the respondents assess the level of academic performance of junior high school in Science having implemented the synchronous and asynchronous learning delivery as improving (WM=3.56). Furthermore, there is no significant relationship in the assessment on the extent of effectiveness of synchronous and asynchronous learning delivery in terms of their age and gender. Moreover, it may be proposed to develop an intervention program that will provide learners with more critical assessment on how students manage meaningfully their time, patience, and understanding science concepts in the synchronous and asynchronous learning modalities as it is related to their level of academic performance.

**Research limitations/implications:** The study was limited to synchronous and asynchronous learning modalities as it influence the level of academic performance of the students and its impact in the delivery of science subjects.

**Originality/value:** This research study is an outcome of how students cope with synchronous and asynchronous learning modalities in learning science subjects.

**Keywords:** academic performance, learning delivery, science, synchronous, asynchronous

**TEACHERS' COMPETENCE VS. LEARNERS' READINESS IN THE MODULAR SCIENCE INSTRUCTION: BASIS FOR SUPPLEMENTAL LEARNING MODULES IN GRADE 4**

TMC-AR-TL-SC-60-22

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**Purpose:** The study aimed to assess teachers' competence and learners' readiness in the utilization of supplemental learning materials in science 4 in the new normal in Aguado Elementary School as basis for enhanced learning modules. Specifically, it sought to answer the following questions: What is the level of teachers' competence in the development of supplemental learning materials in Science 4? What is the level of learners' readiness towards the utilization of the supplemental learning materials? What enhanced supplemental learning modules in Science 4 can be developed based on the results of the study? What is the comparative level of performance of the respondents in Science 4 before and after the utilization of supplemental learning modules? and What recommendations may be proposed to enhance the quality of supplemental learning materials in Science 4?

**Design/methodology/approach:** This study employed the use of Descriptive and Experimental method of research. Specifically, this method will be applied in the discussion and analysis of the following integral concepts of the study: 1. the level of teachers' competence in the development of supplemental learning materials in science 4 in the new normal; 2. the level of learners' readiness towards the utilization of the supplemental learning material; and 3. the enhanced supplemental learning modules can be developed based on the results of the study. Meanwhile, the Experimental method will be applied in the analysis of the comparative level of performance of the respondents in science 4 before and after the utilization of supplemental learning modules.

**Findings:** The study found that: The teacher-respondents can develop their own set of teacher-made learning modules in science 4. The pupil-respondents were poorly ready in comprehending the directions and instructions in the supplemental learning materials. Based on the results of the study, the researcher developed a set of supplemental, teacher-made learning modules in Science 4. 40 percent of the pupil-respondents attained an average level of performance in post-test in Science 4 with a post-test.

**Research limitations/implications:** The key respondents of this study were the selected grade four pupils of Aguado Elementary School. They are selected via purposive sampling.

**Originality/value:** In this research, a supplemental teacher-made learning modules in science 4 were develop to address the problems on the least mastered competencies of the learners n science 4.

**Keywords:** Science 4, modular, teachers, learners, readiness

### **TEACHING SCIENCE RESEARCH IN THE NEW NORMAL: LESSONS, CHALLENGES, AND FUTURE DIRECTIONS**

KAW-BR-TL-SC-35-22

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**Purpose:** The study focused on the experiences of science research teachers within the North Unit of the Schools Division Office of Cavite Province. Its aim is to significantly understand the essence of the lessons, challenges, and perceived opportunities of science research educators as a basis for developmental plans toward the improvement of research instruction amidst pandemic.

**Design/methodology/approach:** This phenomenological study revealed the experiences of ten (10) science research teachers thru a semi-structured interview. Themes were generated from the participants' responses using thematic analysis.

**Findings:** Lived experiences of the science research teachers may be summarized into four (4) major themes: professional anxieties, major adjustments in instruction, scouting for resources, and looking for professional development.

**Research limitations/implications:** The respondents of the study were science teachers handling research subjects in schools offering the Science, Technology, and Engineering (STE) Program in the districts of Kawit, Noveleta, Rosario, and Tanza. The questions were formulated to generate professional experiences of science teachers regardless of the years in service, specialization, or any other variables.

**Originality/value:** Several developmental plans were generated from the results of the study which center on strengthening instructional support for the teachers who are handling research as well as to students taking research. These programs are geared towards streamlining science research instruction within the Division and could also be adapted by the rest of DepEd schools.

**Keywords:** Science research, STEM education, investigatory project, phenomenology

## THE IMPACT OF SCIENCE MANIPULATIVES TO ACADEMIC PERFORMANCE OF GRADE 4 PUPILS IN CALUMPANG LEJOS ELEMENTARY SCHOOL

IND-AR-TL-SC-7-22

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**Purpose:** The purpose of this study is to determine the effectiveness of the localized science manipulative on the performance level of grade four students. The researcher used science manipulatives to increase the scores of pupils in the least mastered competencies as an intervention program.

**Design/methodology/approach:** This study was conducted at Calumpang Lejos Elementary School with the permission of the school head and parents. Purposive sampling was used to collect data for this study, which was limited to fifty (50) fourth grade students and could not be generalized on a national scale. The researcher gathered data after the quarter test in science. The least learned competency was identified by the researcher. The learners were then given a 10-item pre-test on the topic, and the mean score was calculated. The researcher then used manipulatives to teach the same topic to students. After using the manipulatives, the researcher gave the post-test. The pre-test and post-test served as the basis for comparison.

**Findings:** Mean difference of the pretest and posttest shows that 22.96% increase was achieved. There is a significant difference between the mean scores 6.24% in the pretest and 8.52% in the post test. Utilizing the paired sample t-test, the null hypothesis was rejected since the computed p-value of .00001 is lesser than 0.0005. The empirical data proved that there was a significant difference between the pre-test and post test scores after the pupils were subjected to intervention program. The results suggest that the use of manipulatives may have positive effect on the pupils' academic experience. Moreover, the results validated the effectivity of the use of manipulatives in increasing of pupils' academic performance in science.

**Research limitations/implications:** The study is limited to fifty (50) fourth grade students of Calumpang Lejos Elementary School and could not be generalized on a national scale.

**Originality/value:** The researcher also recommends the use of manipulatives, not just as a strategy during the intervention program but in every day's lesson. Its use should be extended to other grade levels and to other subjects like mathematics, technology, home economics, and others.

**Keywords:** Competencies, manipulatives, intervention, academic performance



## **THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND THE ACADEMIC PERFORMANCE IN SCIENCE OF INTERMEDIATE PUPILS IN LUMIPA ELEMENTARY SCHOOL**

GEA-BR-TL-SC-8-22

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**Purpose:** The purpose of this study is to determine the relationship between parental involvement and academic performance in Science of intermediate pupils in Lumipa Elementary School during the Academic Year 2021 – 2022.

**Design/methodology/approach:** To organize and analyze the data, descriptive or quantitative research was used. The researchers demonstrate the methods, sampling techniques and data collection procedure used in this study. The researchers get the Third Quarter Grades of the pupils whose parents are the respondents of this study. An interview with closed-ended questions about parental involvement.

**Findings:** According to the study, children with low general averages in Third Grading period have parents who do not really involve and care about their child's schoolwork and academic related activities. As a result, parents should become involved in their child's academic work.

**Research limitations/implications:** The parents of pupils attending Lumipa Elementary School are the only participants in this study. The 30 parents of Intermediate pupils who participated in this study for the academic year 2021 – 2022 are the respondents.

**Originality/value:**

The researchers have come up with the same findings that parental involvement is so important in guiding the pupils toward the attainment of their goals, specifically good academic achievement. Parental involvement is important when limited face-to-face implemented, so the facilitation of the learning tasks is left to hands of the parents.

**Keywords:** academic performance, parental involvement, achievement

## **THE USE OF CONTEXTUALIZED SUPPLEMENTARY WORKSHEETS DESIGNED FOR PHET INTERACTIVE SIMULATIONS TEACHING CELL DIVISION IN ENHANCED SCIENCE 8 (BIOLOGY)**

MAR-AR-TL-SC-7-21

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**Purpose:** This study aimed in determining if contextualized supplementary worksheets designed for PhET Interactive Simulations used in teaching cell division in Enhanced Science 8 (Biology) can help improve student performance.



**Design/methodology/approach:** Grade 8 students of CSIS for S.Y. 2020-2021 were the participants of this study, but only those who returned the assent and consent form were considered the final participants. Using the study of Ureta, Varias and Signo (2019), same procedure was also done, topics in Enhanced Biology was utilized. One group pretest-posttest design was used. Pre-test with 15 items each, supplementary worksheets under the topic "cell division" was developed and validated. Students were exposed to the developed contextualized virtual lab activities, afterwards, post-test was administered. Pre-test and post-test scores were gathered, mean and standard deviation was also computed. Z-test was used to determine the significant difference between the scores.

**Findings:** Results of the paired T test showed that there is a significant difference between the scores of the pre-test and the post-test scores ( $M=42.80$ ,  $sd=10.90$  and after  $M=89.40$ ,  $sd=6.97$ ,  $t(24)= 0$ ,  $p<1.00$ ), respectively. Students obtained higher scores using the contextualized supplementary designed for PhET Interactive Simulation (virtual labs).

**Research limitations/implications:** The research was focused on the use of contextualized supplementary worksheets designed for PhET Interactive simulations in teaching topics in Enhanced Science (Biology).

**Originality/value:** This study only showed that the use of contextualized supplementary worksheets designed for virtual labs really increases the academic performance of students.

**Keywords:** Keywords: contextualized supplementary worksheets, virtual labs, PhET Interactive simulation

## THE USE OF E-BOOK REINFORCEMENT MATERIAL ON THE ACADEMIC PERFORMANCE OF STUDENTS

CAR-AR-TL-SC-2-22

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**Purpose:** This study aims to assess the level of satisfaction and effectiveness of e-book reinforcement material to the academic performance of struggling learners in Grade 9.

**Design/methodology/approach:** This action research employed descriptive research design to describe the pre-test and post test score of the participants as well as their satisfaction level on the use of e-book reinforcement material. The statistical treatment used in the study includes dependent sample T-test and customer satisfaction (CSAT) metric system.

**Findings:** The computed T-value of the three e-book reinforcement materials are 11.8783, 20.1433 and 10.5461 with the P-value of less than 0.0001. Results showed a significant difference between the pretest and posttest score of the participants. Students' satisfaction on the utilization of e-book reinforcement material was also analyzed into different parameters using CSAT metric system.

The CSAT score for each parameter includes: (a) perceived usefulness with 93.33% CSAT score, (b) perceived ease of use with 83.33% CSAT score and (c) behavioral intention of use with 93.33% score. The overall satisfaction resulted to 89.99667%. The data showed that e-book reinforcement material can significantly increase students' academic performance on the least mastered competencies in Science.

**Research limitations/implications:** The utilization of e-book reinforcement material is effective as teaching strategy for struggling learners.

**Originality/value:** This study proved that utilization of e-book reinforcement material is effective intervention for struggling learners to address their academic needs in mastering the least mastered competencies in Science.

**Keywords:** E-book, reinforcement material, struggling learners, academic performance, satisfaction

### THE USE OF SCIENCE VOCABULARY ENHANCEMENT PACKAGE IN TEACHING CHEMISTRY AMONG GRADE 8 STUDENTS OF BAGBAG NATIONAL HIGH SCHOOL

ROS-AR-TL-SC-37-21

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**Purpose:** From the previous school year results of the Learning-Outcome Assessment of grade 8 students in Bagbag National High School, it shows that students got 70.18% in their Mean Percentage Score, lower than the average of 75% MPS. From that, researchers were able to investigate the use science vocabulary package in teaching chemistry among the grade 8 students of BNHS.

**Design/methodology/approach:** The researchers taught the controlled group in traditional teaching method and the experimental group was taught with the science vocabulary enhancement package. Pre-test and Post-test was given to determine the academic performance of the students in the experimental and control group. The study used a teacher-made multiple-choice type of test consisting 25 items with four options each.

**Findings:** The result of pre-test and post-test of the controlled group was not significantly increase, while the experimental group was significantly increased. It implies that Science Enhancement Vocabulary Package can possibly increase the academic performance of students in grade 8 Chemistry. However, the result of the post-tests between controlled and experimental group have significant difference. Furthermore, based on the mean difference between the two groups, the experimental group possess higher mean.

**Research limitations/implications:** The data collection was conducted to the 10% of the total population in grade 8 students of BNHS, school year 2021-2022.

**Originality/value:** This research study is the work of Ms. Angieneth S. Perido and Ms. Maricar C. Guañezo does not contain any material previously published or written by another person nor material which to a substantial extent.

**Keywords:** Science Vocabulary, Enhancement, Chemistry, Assessment

**UTILIZATION OF CONTEXTUALIZED SUPPLEMENTARY WORKSHEETS DESIGNED FOR INTERACTIVE SIMULATIONS IN TEACHING SCIENCE**

MAR-AR-TL-SC-8-21

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**Purpose:** According to Ureta, Varias and Signo (2021), contextualized supplementary worksheets designed for Physics Education Technology (PhET) interactive simulations significantly improved students' comprehension on concepts of electricity. This study was conducted to utilize interactive simulations in teaching selected topics in Science 7 and 8.

**Design/methodology/approach:** One group pretest-posttest design was utilized. Mastery levels of students were measured through pretest and posttest scores gathered before and after application of treatment. Frequency and percentage of scores were categorized according to Mastered, Closely Approximating Mastery, Moving Towards Mastery, Low Mastery and Very Low Mastery. Z-test was used to determine the significant difference between the pretest and posttest scores of students per grade level who were given validated contextualized supplementary worksheets after regular classroom activity.

**Findings:** After the utilization of the contextualized supplementary worksheets, 106 out 139 Grade 7 students (76%) got scores under closely approximating mastery and mastered levels compared to 103 (74%) in pretest. For Grade 8, 119 out of 148 students (80%) got scores under closely approximating mastery and mastered levels compared to 73 (49%) in pretest. Z test p values of 0.01 and of  $3.11 \times 10^{-15}$  prove significant improvements on the mastery level of Grade 7 and 8 students after the use of contextualized supplementary worksheets designed for interactive simulations.

**Research limitations/implications:** Contextualized supplementary worksheets designed for interactive simulations were utilized in Science 7 and 8.

**Originality/value:** Teacher-made contextualized supplementary worksheets were designed for interactive simulations in teaching Acids and Bases and Electricity.

**Keywords:** Contextualized supplementary worksheet, interactive simulation

## **UTILIZATION OF POCKET SCIENCE MAGAZINE AS A STRATEGIC INTERVENTION MATERIAL FOR LEAST MASTERED COMPETENCIES**

NAI-AR-TL-SC-19-22

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**Purpose:** The purpose of the study is to assess the impact of utilizing Pocket Science Magazine as a strategic intervention material for least mastered competencies.

**Design/methodology/approach:** Using total enumeration sampling technique, the participants of the study were identified based on the result of the summative test (pretest), those struggling students had undergone an intervention program through the utilization of this pocket science magazine. Moreover, posttest was given to them right after the intervention.

**Findings:** Findings reveal that the participants mastery level have improved from 2.87 to 8.46 from the Intervention program using the pocket science magazine. Based on the t-test calculation, the result is significant at  $p < .05$ . Therefore, the utilization of pocket science magazine has a significant effect and indeed effective as a strategic intervention material.

**Research limitations/implications:** This study was limited only to Grade 7 students enrolled at Naic Coastal Integrated National High school, school year 2022-2023. This research also discussed the result of pre-test and post-test of the respondents and did not look to other factors that affect the mastery level of the students.

**Originality/value:** This action research is significant in the improvement of Strategic Intervention Materials in Naic Coastal Integrated National High School. It can serve as a basis in developing intervention material and program to other schools as well

**Keywords:** intervention, pocket, science magazine, LMC

## **UTILIZATION OF SCIENCE INVESTIGATORY PROJECT RESEARCH PLAN ASSESSMENT TOOL (SIP-RPAT) IN EVALUATING THE RESEARCH PROPOSALS OF GRADE TEN STUDENTS AT CAVITE SCIENCE INTEGRATED SCHOOL SY 2022 - 2023**

MAR-AR-TL-SC-11-22

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**Purpose:** Research subject in the secondary level was integrated in the science curriculum as early as 1993 and a curriculum guide in Research I to IV was released by the Department of Education in 2017. However, no checklist was released to guide learners in achieving the standards and competencies in developing research plans. To solve this problem, Science Investigatory Project – Research Plan Assessment Tool (SIP-RPAT) was proposed.

**Design/methodology/approach:** SIP-RPAT and questionnaire were validated by Head Teacher and Master Teacher at Cavite Science Integrated School. After securing the assent and consent form, twenty-four research plans were pre-evaluated using the SIP-RPAT. After revising the proposals, post-evaluation was conducted. Results of the evaluations were validated and survey to eighty-seven respondents was conducted. Evaluation results were analyzed using paired sample t-test and frequency, mean, and percentage were computed to analyze the results of the survey.

**Findings:** Results show that there's a significant difference between the mastery level of student researchers during the first and second evaluation of proposals using SIP-RPAT as evidenced by p-value of 1.69417E-12 which is lower than  $\alpha = 0.05$ . The tool got ratings higher than 4.7 in all indicators, which shows that students were completely satisfied in the content and instructions provided by the SIP-RPAT.

**Research limitations/implications:** The SIP-RPAT covers the standards set in designing research plans for science investigatory projects.

**Originality/value:** The SIP-RPAT was designed to compile the standards and guidelines that the learners need to achieve in writing research plans.

**Keywords:** assessment tool, SIP research plan

### **VOQALS (VOCABULARY QUADRANT): AN INNOVATION TO INCREASE ACADEMIC PERFORMANCE IN SCIENCE**

MAR-AR-TL-SC-15-22

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**Purpose:** The purpose of this study are to increase the participants' vocabulary proficiency and boost their academic performance in science. The vocabulary quadrant can therefore be used by the researchers as a language strategy and enrichment tool when teaching science lessons.

**Design/methodology/approach:** The learners with low final grades in science from the previous school year were given a parent and assent form to participate in the study. Teachers utilized the vocabulary quadrant in every MELCS. The pretest and post-test results of the participants were analyzed with the use of paired t-test.

**Findings:** There is a significant difference between the pretest and posttest since the computed t-value (9.546) was greater than the critical t-value (1.699). This determined the efficacy of the vocabulary quadrant as a language strategy and as an enrichment tool that helps the learner to have an improved comprehension of science lessons.

**Research limitations/implications:** The use of the vocabulary quadrant helped learners have a deeper understanding of the terms mentioned in the lessons and



connect them to concepts. It also helps them improve their academic performance, which implies the efficacy of the said tool and strategy.

**Originality/value:** Language strategies are often used in English subjects. This tool on the other hand can be used to unlock unfamiliar words in Science and since it is proven effective, other researcher are welcome to test its effectiveness in other learning areas too.

**Keywords:** Vocabulary quadrant, language strategy, enrichment tool, science literacy, vocabulary skills

## TEACHING AND LEARNING – MOTHER TONGUE

### LEVELED READING PROJECT A READING INTERVENTION FOR SELECTED GRADE ONE PUPILS OF SUNGAY ELEMENTARY SCHOOL

TAG-AR-TL-MT-1-22

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**Purpose:** The purpose of Leveled Reading Project is to lift the literacy achievement of pupils who are not achieving grade-level expectations in reading. It is a small-group literacy intervention designed to help struggling readers achieve grade-level competency. This project also helps teachers match pupils with texts of progressing difficulty and deliver systematic lessons targeted to a child's reading ability.

**Design/methodology/approach:** This study employed the descriptive method. The descriptive design of the research was used to determine the effectiveness of the intervention using the pre-test and post-test data as the main instrument. Paired T-Test was used to determine the significance of the intervention project.

**Findings:** For the three levels, the result for the t-value is negative, and it was noticeable that the significant value is less than 0.000 at  $\alpha=0.001$ . Therefore, it was observed that there is a statistically significant effect on the intervention program from the three levels.

**Research limitations/implications:** This study is conducted at Sungay Elementary School, selected twenty (20) pupils from grade one (1) are the participants. The Leveled Reading Intervention Project was implemented from October to December 2021 with a total of sixty (60) days.

**Originality/value:** This study is an intervention initiated by the teachers from grade one (I), they prepared activities and assessment that are suited to the needs of pupils to achieve the goal which is to improve learners reading skills and to inculcate study habits.

**Keywords:** Leveled, Reading, Intervention, Improve, Appropriate

## TEACHING AND LEARNING – EDUKASYON SA

### PAGPAPAKATAO

#### SIGHTLESS APPROACH: ITS EFFECTIVENESS IN UTILIZING MODULAR CLASSES IN EDUKASYON SA PAGPAPAKATAO AT BULIHAN INTEGRATED NATIONAL HIGH SCHOOL

SIL-AR-TL-ESP-31-22

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**Purpose:** The purpose of this research is to examine the impact of the sightless approach in teaching and learning Edukasyon sa Pagpapakatao (EsP) to Junior High School students at Bulihan Integrated National High School.

**Design/methodology/approach:** The research was conducted using a descriptive qualitative research design that collects non-numerical data to investigate the effects of a sightless approach in teaching and learning Edkasyon sa Pagpapakatao (EsP) to junior high school students at Bulihan Integrated National High School. It aims to describe teachers' and students' experiences in the new normal form of education. It focused on human elements and not on count or measure. Responses were interpreted using the thematic analysis.

**Findings:**

Based on the virtual and written interviews with participants from Bulihan Integrated National High School, the current form of education is one of the most preferred learning systems of the majority of parents and students, but there are still existing impacts of a sightless approach to teachers and students in teaching and learning Edukasyon sa Pagpapakatao. As a result, we have fewer opportunities to show them the benefits and drawbacks of participating in various activities.

**Research limitations/implications:** The researchers will contact the teachers and students who will be participating in the study to obtain their permission and willingness to participate. The data will be collected using the structure interview guide developed by the group. The responses given orally will be translated into English. The virtual responses and written interviews will be used to answer the specific research questions. To interpret responses, thematic analysis will be used.

**Originality/value:** The research is particularly valuable in learning about the challenges that teachers and students face in terms of implementation, application, and communication, all of which are important factors in teaching and learning Edukasyon sa Pagpapakatao (EsP).

**Keywords:** sightless, impact, values, approach, implementation

## **SOCIAL-EMOTIONAL LEARNING IN SELECTED SCHOOLS IN CAVITE PROVINCE: A CRITICAL PERSPECTIVE OF VALUES EDUCATOR COMPETENCE**

DIV-BR-TL-ESP-22

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**Purpose:** This paper analyzes the needs to develop teachers' competencies in infusing social-emotional learning (SEL) in Values Education.

**Design/methodology/approach:** Teachers from various schools were given an interview questionnaire as part of a qualitative study design. The interviews were captured via online platform, coded, and transcribed. The data was analyzed using open and axial coding.

**Findings:** Based on the findings, when integrating SEL in the classroom, teachers saw themselves as a facilitator and role model. This would suggest that they were aware of the need of creating a setting that was oriented on the needs of the students to give voice to their views. Furthermore, their attempt to integrate SEL into the classroom was hampered by a lack of time to finish the curriculum, prepare, and relate SEL to their topic.

**Research limitations/implications:** The research is limited to the responses of the participants and could not conclude further beyond their responses.

**Originality/value:** The findings suggest how a typical teacher utilizes SEL and how they manage to integrate SEL in the curriculum. The result of this research can be utilized for capacity building and trainings to amplify the competencies of teachers in infusing social-emotional learning in Values Education.

**Keywords:** Social-Emotional Learning, SEL Integration, SEL in Values Education, Teachers Perception of SEL, SEL Classroom

## **THE EFFECTIVENESS OF TEACHERS' VERBAL ENCOURAGEMENT IN THE NEW NORMAL EDUCATION AMONG GRADE 7 AND GRADE 8 STUDENTS IN BINAKAYAN NATIONAL HIGH SCHOOL, SCHOOL YEAR 2021-2022**

KAW-AR-TL-ESP-36-22

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**Purpose:** The purpose of the research is to evaluate the effectiveness of teachers' verbal encouragement among students in the New Normal Education.

**Design/methodology/approach:** This study consists of survey questionnaire distributed among twenty-five (25) Grade 7 and twenty-five (25) Grade 8 learners. Five (5) interview questions among ten (10) teachers of Binakayan National High School were also given. This research used quantitative and qualitative approaches. The data are acquired through the interview and survey results and were analyzed using Framework Analysis Method.



**Findings:** Analysis of the responses demonstrated that verbal encouragement during new normal classes is effective garnering 100% of total population affirmed that the verbal feedback does have positive impact to student's perceived academic participation. It also showed that the "You can do it" statement has its least effect to the learners.

**Research limitations/implications:** The gathered data can be relative due to the small target participants in comparison with the entire population of Binakayan National High School. The results may also be reduced because of the need of internet access to answer the questionnaires. Furthermore, many students might be disinterested in participating in the study. Also, teachers' response might take long period of time due to their hectic schedule.

**Originality/value:** On this basis, it is recommended that teachers must give verbal encouragement constantly to the learners to increase students' participation and motivation in learning. Also, it is to note that "You can do it" statement has its least effect to the learners. Hence, educators are more requested to think of alternative ways of verbal encouragement/feedback. Further research is needed to identify the specific effects of verbal encouragement and its correlation to academic performance. Likewise, an additional study that evaluates the impact of students' feedback to teachers' proficiency and strategies—basis for teachers' professional motivation.

**Keywords:** verbal encouragement, feedback, academic participation, professional motivation

### **VALUES EDUCATION PROGRAM OF PUBLIC SECONDARY SCHOOLS IN THE DIVISION OF CAVITE PROVINCE: BASIS FOR A PROPOSED STRATEGIC PLAN**

DIV-BR-TL-ESP-53-22

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**Purpose:** The general purpose of this study was to assess the level of implementation of the Values Education Program of Public Secondary Schools within the Division of Cavite Province as basis for a Three-Year Strategic plan.

**Design/methodology/approach:** Descriptive, and quantitative method of research were used in the study with the survey questionnaires to gather data. Statistical treatment of the data was undertaken through frequency count and percentage distribution, weighted mean, and the utilization of the Five (5)-point Likert scale according to specific problems posited.

**Findings:** Based on the findings it was revealed that the assessment on the level of implementation of values education program was shown to be implemented. In addition, it was found that the implementation of values education programs relative to problems was rarely encountered.

**Research limitations/implications:** The total number of schools in the division of Cavite province is 64 Junior High Schools. Out of these schools, the division is



divided to 19 municipalities and cities with 4 clusters. Each school was represented by five set of individuals, i.e., their school head, EsP Key Teacher, regular teacher, student (SSG President) and parent or guardian (president of the GPTA).

**Originality/value:** No other research had been conducted to assess the level of implementation of the Values Education Program within the Division of Cavite Province. The EsP Heads, Key Administrators and Implementers will be able to grasp a holistic picture in the implementation of the Values Education program within the division and schools. This will enable them to look into the proposed programs and fortify its implementation.

**Keywords:** Values Education; Strategic Plan

## **TEACHING AND LEARNING – ARLING PANLIPUNAN**

### **ASEAN INTEGRATION: TEACHERS' PERCEPTION AND ITS IMPLICATION IN CLASSROOM PEDAGOGY**

DIV-BR-TL-AP-8-22

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**Purpose:** This research was conducted to analyze the level of awareness of selected Araling Panlipunan (AP) public school teachers regarding ASEAN Integration, and how respondents incorporate ASEAN Integration in classroom pedagogy in terms of Weekly Learning Plan (WLP) and assessment.

**Design/methodology/approach:** The research respondents were 255 AP public school teachers from Key Stages 1-4 from the Division of Cavite. The researchers utilized mixed-method research using a survey questionnaire and document analysis. The correlation between respondents' demographic data and level of awareness in ASEAN Integration was distinguished thru Pearson R.

**Findings:** Based on the study, AP teachers' level of awareness has an over-all mean of 2.73-Sometimes. Moreover, document analysis in classroom pedagogy showed that only 75% of WLPs and assessment includes ASEAN integration. There is no significant relationship between the career stage of the respondents and their ASEAN Integration level of awareness.

**Research limitations/implications:** This research study focuses also on the relationship between the demographic data limited to the respondents in the Division of Cavite and their ASEAN Integration level of awareness.

**Originality/value:** This study is significant since ASEAN awareness is necessary to foster social and economic development and harmonization of educational curriculum in neighboring ASEAN countries.

**Keywords:** ASEAN integration, level of awareness, Araling Panlipunan Teacher

## DIGITAL CO-TEACHING: STRATEGY TO IMPROVE THE INSTRUCTIONAL PROFICIENCY OF ARLING PANLIPUNAN TEACHERS

ROS-AR-TL-AP-2-22

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**Purpose:** This study aimed to investigate the effectiveness of Digital Co-teaching as a strategy to improve the instructional proficiency of Araling Panlipunan teachers.

**Design/methodology/approach:** This study used pre-experimental method utilizing one-group, pretest-posttest design. The participants were the total enumeration of Araling Panlipunan teachers in the locale of the study, thus, no sampling technique was used. Data were collected using a standard survey questionnaire adopted from DepEd-NCBTS for the level of instructional proficiency of teachers. Data were analyzed using mean, standard deviation and Wilcoxon Signed Rank test.

**Findings:** Results revealed that the use of Digital Co-teaching improved the instructional proficiency of Araling Panlipunan teachers.

**Research limitations/implications:** Technological progress changes teaching. At best, digitalization makes teachers' jobs easier. With the Digital Co-Teaching, information and communication technologies can be genuinely welcomed to assist the teacher and promote cooperation between teacher teams.

**Originality/value:** Digital Co-teaching is one of the more interesting forms of 21st century teaching. It supports efficient differentiation, helps make more interesting and varied lessons and makes it easier to react to changing circumstances.

**Keywords:** Digital Co-teaching, Instructional Proficiency, Araling Panlipunan Teachers, Pre-Experimental

## INTEGRATION OF WORKPLACE-SITUATED LEARNING MODEL IN TEACHING ARLING PANLIPUNAN TO IMPROVE THE ACADEMIC PERFORMANCE OF GRADE FIVE PUPILS

ROS-AR-TL-AP-24-22

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**Purpose:** To investigate the effectiveness of workplace-situated learning model as a strategy to improve the academic performance in Araling Panlipunan among grade five pupils of Rosario Elementary School.

**Design/methodology/approach:** This study used Pre-Experimental, One-group Pretest-Posttest Design. Data were collected using a standardized 20-item tests that were adopted from Araling Panlipunan 5 Module. The researcher did not modify the said instrument to get valid and more reliable results in this study. The test consists of 20 questions that assessed the participants' academic performance in Araling Panlipunan 5 in first grading period.



**Findings:** In general, the findings suggest that the modification in the teaching-learning process, strategies and materials with the use of workplace-situated learning model in teaching Araling Panlipunan highly affected and improved the learners' academic performance. Workplace-situated learning model gives learners the chance to engage with real-life and problem-solving contexts. This means that when designing instruction, one must remember: The best learning occurs when learners are presented with a problem themselves and must think through and act on like the experts.

**Research limitations/implications:** This research is limited to 30 pupils randomly selected from pupils with poor academic performance in Araling Panlipunan V in Rosario Elementary School

**Originality/value:** Since the onset of the pandemic, learners used to study on modular learning with the help and guidance of their learning facilitators. It's been observed that learners show poor learning performance during the face to face classes. With this research, teachers can innovate and propose learning strategies to cater to the learning gaps in Araling Panlipunan.

**Keywords:** Real life, innovation, strategies, post pandemic

**ONLINE DISTANCE LEARNING MODALITY, LEARNING SATISFACTION AND  
ACADEMIC PERFORMANCE OF SELECTED GRADE 9 JUNIOR HIGH SCHOOL  
STUDENTS IN ARLING PANLIPUNAN IN SILANG DISTRICT: BASIS FOR  
INSTRUCTIONAL DEVELOPMENT INTERVENTION**

SIL-BR-TL-AP-25-21

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**Purpose:** The study was conducted to determine the online distance learning modality, learning satisfaction and academic performance in Araling Panlipunan of selected Grade 9 Junior High School Students in Silang District: Basis for Instructional Development Intervention

**Design/methodology/approach:** The researchers used stratified sampling technique in the selection of the respondents. The students are the major source of data. The information from them thru survey questionnaire adopted by the proponents in a five - point scale was employed to analyze the status of online distance learning modality and learning satisfaction and the first quarterly grade in Araling Panlipunan which used to analyze the students' academic performance which served as the basis of the conclusion and recommendations of the study. To status of online distance learning modality, learning satisfaction and students' academic performance was determined thru, mean, frequency and standard deviation will be

To determine the relationship of online distance learning modality, learning satisfaction and students' academic performance, chi-square will be applied.

**Findings:** The item “ My teachers provide me different activities to demonstrate learning” obtained the highest mean of 4.48 verbally interpreted as often. This means that online teachers were very creative in providing interactive activities for the learners. On the other hand, the item “ test in online class is more difficult “ got the lowest weighted mean. The item “the lack of students-to-students in an online class would hinder my learning experience. “got the highest mean of 3.94 verbally interpreted as agree. Meanwhile the item “ the technology required to take an online class increases the educational value of experience “ obtained the lowest weighted mean of 3.18 interpreted as slightly agree. There were 33.33% who had very satisfactory (80-84) academic performance, 32.71% who achieved fair (75-79); 29.63% obtained satisfactory (80-84); 3.98 % got poor (74 below) and 1.2 % had outstanding academic performance. This means that majority of the students that majority of the students got very satisfactory with in rating range of 85-90 and the least number of pupils were on the outstanding GPA of 91-100. The computed Chi square value of 7.40 is less than the critical ratio of .05 level of significance with 4 degrees of freedom. Therefore there is no significant relationship between online distance learning modality and students' learning satisfaction. The computed Chi square value of 7.46 is less than the critical ratio of .05 level of significance with 4 degrees of freedom. Therefore there is no significant relationship between online distance learning modality and students' academic performance. There is a significant relationship between students satisfaction and academic performance because the computed chi square is greater than the critical ratio of .05 with 6 degrees of freedom

**Research limitations/implications:** This study was limited to online distance learning students using the adopted questionnaires and academic performance using the First Quarter Grade in

Araling Panlipunan 9. The result of the study is utilized in the preparation of instructional development intervention.

**Originality/value:** The result of this basic research can be utilized in the preparation, validation, and evaluation of instructional development intervention.

**Keywords:** Online distance, Learning Modality, Learning Quality, Grade 9 students, Instructional Development Intervention

**PROJECT CLASS (CONTEXTUALIZED LIKHANG ARALIN SA SOCIAL STUDIES):  
INSTRUCTIONAL TOOL FOR ACADEMIC PERFORMANCE OF GRADE 9 LEARNERS**

CAR-AR-TL-AP-9-21

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**Purpose:** The study aims to assess the academic performance of students in Araling Panlipunan 9 which resulted in the implementation of contextualized learning material. This will also be enriching students learning skills and capabilities in AP 9 learning areas. It makes improvement of least learned competencies towards higher level of mastery.

**Design/methodology/approach:** The study used quantitative research design. Data and information were gathered thru purposive sampling technique to identify selected respondents. Administering Pretest and Posttest was conducted to support the data gathered.

**Findings:** Result showed that the pretest mean score is 6.50 and the posttest mean score is 12.17. The pretest has standard deviations of 1.5 and the posttest standard deviation is 2.18. Using t-tests ( $t = 12.6 > 2.04$ ). Data reveals that there is significant difference between the pretest and posttest. The students' low mastery level had been improved to mastered level of competency.

**Research limitations/implications:** The result was determined from Grade 9 AP students of Enhancement Class during SY 2021-2022. They were identified as Fairly Satisfactory whose final ratings range from 75-79. Student's final grades denoted the low mastery level competency in learning area. Re-teaching the students using contextualized and localized materials have been used and these improved students' academic performance.

**Originality/value:** It is important to improve the students' academic performance reflected on School LOA Result. This describes school performances all year round. Project Class materials help improved academic performance.

**Keywords:** contextualize, learning outcome assessment (LOA), Enhancement Class, academic performance

**PROJECT LEAP- LIVELY, ENGAGING, APPEALING AND PURPOSEFUL STRATEGIES IN  
TEACHING ARLING PANLIPUNAN VI CONCEPTS**

TAG-AR-TL-AP-1-22

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**Purpose:** This research aimed to improve the academic performance in Araling Panlipunan of Grade 6 – Magalang pupils of Tagaytay City Central School for the school year 2022-2023 through Lively, Engaging, Appealing, and Purposeful (LEAP) Strategies that helped them retain the information and concepts as retention is the primary skill in learning history.

**Design/methodology/approach:** Quantitative method was used in the study specifically, a pretest and post-test experimental design were used as well to determine if there was an improvement in pupils' retention skills.

**Findings:** The pre-test and post-test scores of the pupils were statistically treated and analyzed using the paired-samples t-test to answer the problems posed in this study. After analyzing the data, there was a significant difference between the pre-test and post- test, therefore, the Project LEAP was effective in improving the academic performance in Araling Panlipunan of Grade 6 – Magalang pupils of Tagaytay City Central School for the school year 2022-2023.

**Research limitations/implications:** There was a significant difference between the pre-test and post- test, therefore, the Project LEAP was effective in improving the academic performance in Araling Panlipunan of Grade 6 – Magalang pupils of Tagaytay City Central School for the school year 2022-2023.

**Originality/value:** LEAP was defined as Lively, Engaging, Appealing, and Purposeful able to create a fun and exciting environment when learning Araling Panlipunan concepts. LEAP strategy aimed to tap students' interest and improve their chances of academic success. The teacher-researcher utilized the LEAP strategy to enable students to understand and retain relevant concepts while they enjoyed learning for holistic formation.

**Keywords:** Araling Panlipunan, Academic Performance, Learners, lively, engaging, appealing, purposeful

### THE EFFECTIVENESS OF IMPLEMENTING VIDEO LESSONS ON THE ACADEMIC PERFORMANCE OF GRADE FIVE LEARNERS IN ARLING PANLIPUNAN

SIL-AR-TL-AP-27-22

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**Purpose:** The purpose of this action research is to determine the significant implications of video lesson on the academic performance of Grade 5 learners in Araling Panlipunan and to create an action plan which aims to improve and increase the academic performance of Grade five learners in Araling Panlipunan, particularly at Carmen Elementary School in the Municipality of Silang.

**Design/methodology/approach:** The teacher constructed of 40-item test at the start of first quarter that will be measured the performance level of the Grade five learners. The teacher administered of Pre-Test to grade five learners without implementation of video lessons. The teacher implemented an intervention by using video lessons in Araling Panlipunan and conducted a Post-test to evaluate the academic performance of the learners in Araling Panlipunan.

**Findings:** The academic grades of selected students suggest that their level of performance improved after the teacher integrated the use of video lesson and learning resources in their classroom routines in Araling Panlipunan. The use of video lesson and contents resulted to better academic performance compared



to the traditional way. This study revealed that there is a significant difference between the grades of learners before and after the integration of video lesson in their Araling Panlipunan class.

**Research limitations/implications:** This research is believed applicable to Grade 5 learners of this

study. The use of video lesson in Araling Panlipunan 5 is limited to classroom use and somehow acted as visual aids in the everyday interaction with the teacher. Results may vary if employed to other grade level.

**Originality/value:** This research will help others to understand the role of technology in enhancing the present situation of learning environment. Technology must

be used properly in order to provide positive result to students.

**Keywords:** Araling Panlipunan, Video Lesson, Technology,

### **UTILIZATION OF PERSONALIZED SCHOOL LEARNING MODULE IN TEACHING ARALING PANLIPUNAN AMONG GRADE FIVE PUPILS**

ROS-AR-TL-AP-1-21

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**Purpose:** This study aimed to investigate the effectiveness of personalized learning as a strategy to improve the academic performance in Araling Panlipunan among grade five pupils of Agustin Abadilla Elementary School.

**Design/methodology/approach:** This study used Pre-experimental method utilizing one-group, pretest-posttest design. Thirty grade five pupils who were identified with difficulties in understanding the learning competencies on Araling Panlipunan based from the pre-test result were chosen using purposive sampling. The results of the pre-test and post-test of the participants were compared using paired t-test.

**Findings:** The findings suggest that there is significant difference on the performance of the participants after the personalized learning was used as intervention program for the academic problem of the participants.

**Research limitations/implications:** Personalized learning is helpful in treating sensory integration disorders and commonly used in special education program specifically for children with autism. But through this study, it proved that innovated and modified personalized learning is also useful and effective in improving academic performance among learners, developing tactile imagination and stimulating critical thinking and independence.

**Originality/value:** Personalized learning is an educational approach that aims to customize learning for each student's strengths, needs, skills and interests.

**Keywords:** Personalized Learning, Araling Panlipunan, Academic Performance, Grade five Pupils, Pre-Experimental



## CHALLENGES ENCOUNTERED AND STRATEGIES UTILIZED BY MAPEH STUDENTS DURING ONLINE LEARNING: BASIS FOR EFFECTIVE MODE OF INSTRUCTIONS

TMC-BR-TL-MAPEH-36-22

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**Purpose:** The main purpose of this study is to identify the challenges experienced by the MAPEH students in online learning and the strategies they utilized to overcome these challenges.

**Design/methodology/approach:** The researchers utilized the Mixed Method of Research Design with the survey questionnaire as the primary instrument and the set of questions for the interview of the selected respondents and MAPEH Teachers for validation purposes. Purposive sampling was utilized.

**Findings:** The study revealed that there were different learning platforms used by MAPEH Teachers in teaching the subject like G Meet, Canva, MS Teams and Whiteboard. All Curricula offered in the school experienced Moderate levels of challenges since there were factors like self-regulation, technological literacy and competency, accessibility to learning materials and feeling of isolation. ODL students utilized different strategies to combat these enormous challenges brought about by online education like Adaptation, Time management, Self-Study, Self-Discipline and Motivation. Overall, ODL students had an enjoyable and incredible time in their MAPEH subject because they overcame these challenges with flying colors.

**Research limitations/implications:** The study delimits the enrichment of the online distance learning offered in the school which can be used in the future as an answer to the outgrowing population in the public schools as well as the growing number of dropout rates and out-of-school youth. Moreover, the respondents of the study are the selected G7 to G10 students of TMCNHS-Main in different curricula (SPA), (SSC) and (GC)

**Originality/value:** The result of the study serve as a basis for Policy Making and a guide for effective mode of instruction in teaching MAPEH subject in different curricula'

**Keywords:** Online Distance Learning (ODL), Challenges in Online Education, Strategies Utilized in Online Setup.

## TEACHING AND LEARNING – MUSIC, ARTS, PHYSICAL EDUCATION, AND HEALTH

### DIGITAL TOOLKIT: INPUT TOWARDS THE INTENSIFICATION OF THE PERFORMANCE TASK IN MAPEH IN THE NEW NORMAL EDUCATIONAL SETTING

TAN-AR-TL-MAPEH-51-22

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**Purpose:** This study aimed to determine the effectiveness of Digital Toolkit in the intensification of the performance task in MAPEH among Grade V Bonifacio class of Punta Elementary School

**Design/methodology/approach:** The researcher used the descriptive research method which aims in describing the data and the characteristics of the population included in the study. The goal is to acquire factual, accurate and systematic data that can be used in averages, frequencies, and similar statistical calculations that may be applied in analyzing the data gathered.

**Findings:** Based on the comparative analysis of the assessment results of Grade V Bonifacio pupils on the Pre and Post test conducted. It highlights that this material has great impact in the improvement of the performance task in MAPEH. The baseline data when Pre- test was administered reported that majority of the pupils are Low level of mastery in different learning areas which is 37.76 %. Post test was administered by the standardized assessment and the results highlighted that cumulative results to 81.32.82% average increase in the mastery level.

**Research limitations/implications:** It highlights that Digital Toolkit has great impact in the improvement of the performance task of pupils in MAPEH. It connotes that the said material can serve as a solution to the emerging problems of pupils with low mastery level during the utilization of the modular distance learning as mode of delivery of instruction in the new normal setting of education.

**Originality/value:** This strategy can also be applied to other group of learners that has similar problems encountered.

**Keywords:** Digital Toolkit, intervention material, performance task, academic performance.

**EFFECTIVENESS OF PROJECT ARISE TO IMPROVE STUDENT'S ENGAGEMENT IN PERFORMANCE TASKS IN ONLINE AND MODULAR MODALITY OF LEARNING OF SELECTED MAPEH STUDENTS**

SIL-AR-TL-MAPEH-32-22

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**Purpose:** The main purpose of this study is to assess the effectiveness of the intervention program that will enhanced academic performance of Grade 7 to Grade 10 students in MAPEH in the new normal system of education.

**Design/methodology/approach:** The participants of the study were the selected teachers and students of Bulihan Integrated National High School in the District of Silang, Cavite during S.Y. 2021 - 2022. The researchers utilized mixed method approach and purposive sampling. Documented LOA analysis, semi-structured interviews and focus group discussion were conducted by the researchers.

**Findings:** It was found that there is significant difference in terms of LOA results of grade 8, 9, and 10, while there is no significant difference in the LOA results of grade 7 in MAPEH subject for the SY 2021-2022 with F-computed value of 6.32, 20.87, and 7.83 while grade 7 has its F-value computed value 1.37 less than 2.999 at 5% level of significant. The intervention applied was effective because of the scores/results improve the academic performance of students in MAPEH. Based from the participants, pandemic times was a challenging moment both for the teachers and learners.

**Research limitations/implications:** This study provides the continues application of the intervention to improve academic performance in MAPEH especially this time of adversity in the DepEd.

**Originality/value:** The study manifested the benefits can gain in the implementation of project ARISE to improve academic performance of students not only in times of pandemic but post-pandemic as well.

**Keywords:** Effectiveness, Project ARISE, Academic Performance, Students.

**PERCEPTION IN DETERIORATING DEVELOPMENT OF GRASSROOT SPORTS PROGRAM OF ELEMENTARY MAPEH TEACHERS**

IND-BR-TL-MAPEH-12-22

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**Purpose:** The purpose of this study is to determine and considered the contribution and importance of grassroot program in sport by recognizing the contributing factors that created impact in the deteriorating progress of MAPEH subject.

**Design/methodology/approach:** Twenty MAPEH teachers were used as respondents of said the study who were exposed to the different challenges in



teaching the said subject. A survey instrument was used to show the statistically significant impact which will lead in the formulation of future intervention.

**Findings:** The research shows that teachers need to provide deeper coverage on teaching MAPEH lessons and they find difficulties in teaching MAPEH lessons. Majority of the respondents strongly agree that teachers need to encourage learners in teaching MAPEH.

**Research limitations/implications:** The research was limited to the MAPEH teacher that recognized the different contributing factors that hinder the development of grassroot sport program in teaching MAPEH subject. As showed, there is a significant impact why teachers find it hard to teach the said subject.

**Originality/value:** The research was done in the Elementary District of Indang S.Y. 2022-2023 to know the impact of deteriorating development of grassroot sport program.

**Keywords:** Grassroot, deteriorating, impact, contributing factors

### **TEACHING STRATEGIES OF JUNIOR HIGH SCHOOL MAPEH TEACHERS AND LEARNERS OUTCOME ASSESSMENT RESULT: BASIS FOR DIVISION TRAINING PROGRAM**

DIV-BR-TL-MAPEH-12-22

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**Purpose:** The research was conducted to determine if there is a significant relationship between the teaching strategies and learning outcome assessment of the students in MAPEH. Furthermore, the result of the study led to a proposal of a training program that will address the needs of the teachers in improving their teaching strategies in MAPEH and eventually will enhance the learning performance of the students.

**Design/methodology/approach:** The study used descriptive mixed method of research. The data gathered were tabulated, evaluated, and analyzed using average mean and percentage to identify the status of LOA result in MAPEH subject and to determine the teaching strategies utilized by MAPEH teachers. Pearson's correlation coefficient ( $r$ ) was used to determine the significant relationship between the teaching strategies and learning outcome assessment.

**Findings:** There was a significant relationship between the teaching strategies utilized by Junior high School Teachers and Learning Outcome Assessment result in MAPEH.

**Research limitations/implications:** The study was limited to 1, 257 teachers from secondary public school in the Division of Cavite.

**Originality/value:** The conduct of the study contributed to improving the teaching strategies of teachers in MAPEH and eventually will enhance the learning performance of the students.

**Keywords:** Learning Outcome Assessment, Teaching Strategies, Training Program, Challenges

**THE NEW LEARNING MODALITIES IN TEACHING MAPEH IN THE DISTRICT OF TRECE  
 MARTIRES CITY: AN ASSESSMENT**

TMC-BR-TL-MAPEH-35-22

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**Purpose:** The main purpose of this study is to enrich the learning modalities in teaching MAPEH by assessing the learning modalities and by identifying the challenges experienced by the students as the basis of its improvement.

**Design/methodology/approach:** The researchers utilized the Mixed Method of Research Design with the survey questionnaire as the primary instrument and the set of questions for the interview of the selected respondents and MAPEH Teachers for validation purposes in gathering data to assess the learning modalities in teaching MAPEH. Purposive sampling was utilized. It represents a group of different non-probability sampling techniques which relies on the judgment of the researcher when it comes to selecting the units to be studied.

**Findings:** The study revealed that ODL Learners got a better average grade in MAPEH subject compared to MDL students simply because they experienced fewer challenges and adjustments during the conduct of Distance Learning. There is a significant relationship between the Level of Challenges experienced by the students to the MAPEH Final Grade of the respondents for both ODL and MDL classes. Too many challenges experienced by the students during the Distance Learning may result to Low or Satisfactory grades, while students with fewer adjustments and challenges experienced will likely have HIGH or Outstanding Grade.

**Research limitations/implications:** The study delimits on the enrichment of the current modalities offer in the school which can be used in the future as an answer to the outgrowing population in the public schools as well as the growing number of dropout rates and out-of-school youth.

**Originality/value:** The result of the study will be the basis for the effective mode of delivery in teaching MAPEH subject.

**Keywords:** Modular Distance Learning (MDL), Online Distance Learning (ODL), MAPEH Subject

## TEACHING AND LEARNING - ARTS

### SPLASH (SPA LEARNER'S ACTIVITY SHEET): TEACHERS' LOCAL EFFORTS IN PRODUCING LEARNING MATERIALS FOR SPECIAL PROGRAM IN THE ARTS IN TAGAYTAY CITY SCIENCE NATIONAL HIGH SCHOOL - INTEGRATED SENIOR HIGH SCHOOL

TAG-AR-TL-AR-1-21

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**Purpose:** This study aims to explore the experiences of teachers in addressing the problems associated with the lack of learning materials in the Special Program in the Arts (SPA) under the new normal at Tagaytay City Science National High School - Integrated Senior High School.

**Design/methodology/approach:** Purposive sampling was used based on the criteria set in the study. Data were collected through synchronous interviews, field notes, and documentary review. This study followed Creswell's data analysis process.

**Findings:** The results showed that teaching art disciplines without provided references was difficult, and teachers preferred teaching with textbooks. Consequently, the teachers took the initiative to write SPA learners' activity sheets. In the process, they encountered difficulties in accessing credible sources and aligned materials, as well as the unavailability of sources on the culture of the locale, which is a core value in teaching culture and arts. Additionally, there were no specific guidelines for writing the activity sheets, and finding and evaluating sources consumed most of their time. The teachers made multiple adjustments by utilizing available resources and maintaining positive attitudes towards the department's goals.

**Research limitations/implications:** Teachers crafted SPA Learning Activity Sheets aligned with the Most Essential Learning Competencies (MELCs). They maximized the use of limited online sources and consulted knowledgeable colleagues to validate the gathered input. They also employed creativity and resourcefulness in mind mapping.

**Originality/value:** The teachers considered this experience as an opportunity to enhance their research and evaluation skills and exercise their autonomy as educators.

**Keywords:** Special Program in the Arts, Self-made Learning Activity Sheets, Local efforts

## TEACHING AND LEARNING – PHYSICAL EDUCATION

### ANTECEDENTS OF THE ACADEMIC ACHIEVEMENT OF PUPIL ATHLETES

TAN-BR-TL-PE-32-22

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**Purpose:** This project focuses on providing special attention to student-athletes due to the value of their contributions, which warrant investigation. These students exert greater effort to excel in their respective sports and bring home gold medals for their school in high-level competitions, all while balancing their academic subjects. Specifically, this study analyzed the significant relationship between pupil profiles and the academic achievements of pupil athletes.

**Design/methodology/approach:** A quantitative correlation study was employed to investigate the factors influencing the academic achievement of pupil athletes at Punta Elementary School.

**Findings:** Among the listed pupil athlete profiles, gender was the only characteristic that demonstrated a significant association with the level of academic accomplishment. Empirically, this suggests that male athletes were able to maintain satisfactory academic status while remaining involved in sports, unlike their female counterparts.

**Research limitations/implications:** This foundational research explored the factors influencing the academic achievements of pupil athletes, including age, gender, hours spent on training, type of sport(s) played, and the perception of an athlete's advantage over a non-athlete.

**Originality/value:** This study establishes research-based findings regarding the factors influencing the academic and athletic performance of pupil athletes.

**Keywords:** Athletes, Sports Performance, Academic Achievement, Training Hours, Athlete Gender

### CHALLENGES IN TEACHING PHYSICAL EDUCATION: INPUT FOR INTERVENTION SCHEME PROGRAM

TAN-BR-TL-PE-56-22

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**Purpose:** The purpose of this study is to identify and address the various challenges associated with teaching Physical Education, and to propose interventions that can help eliminate or reduce these problems.

**Design/methodology/approach:** Descriptive research was conducted using a randomly selected questionnaire. The questionnaire evaluated the performance of Key Stage 1 and 2 teachers and learners in Physical Education. The assessment



results were subjected to statistical analysis, including frequency, percentage, weighted mean, and ranking using the Likert scale.

**Findings:** The respondents frequently identified four problems: difficulty in assessing PE tasks and activities, teachers' inability to conduct follow-up activities with students regardless of whether they completed assigned tasks at home, qualified teachers lacking confidence and competence to teach physical education, and physical education teachers feeling pressured to maximize physical activity delivery.

**Research limitations/implications:** The study was limited to Physical Education teachers and learners in Key Stage 1 & 2 at Bunga Primary School, Maximino V. Pangilinan Elementary School, and Punta Elementary School.

**Originality/value:** This foundational research can serve as a basis for enhancing the teaching competencies of Physical Education teachers through the implementation of the Intervention Scheme. This, in turn, can lead to improved student performance in Physical Education and other subjects.

**Keywords:** Intervention Scheme, Challenges, Physical Education

### **CORRELATION OF SPORTS COMPETITION ANXIETY AND PERFORMANCE: BASIS FOR SPORT PSYCHOLOGY PROGRAM**

TMC-BR-TL-PE-33-22

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**Purpose:** The purpose of this study is to identify and address the various challenges associated with teaching Physical Education, and to propose interventions that can help eliminate or reduce these problems.

**Design/methodology/approach:** Descriptive research was conducted using a randomly selected questionnaire. The questionnaire evaluated the performance of Key Stage 1 and 2 teachers and learners in Physical Education. The assessment results were subjected to statistical analysis, including frequency, percentage, weighted mean, and ranking using the Likert scale.

**Findings:** The respondents frequently identified four problems: difficulty in assessing PE tasks and activities, teachers' inability to conduct follow-up activities with students regardless of whether they completed assigned tasks at home, qualified teachers lacking confidence and competence to teach physical education, and physical education teachers feeling pressured to maximize physical activity delivery.

**Research limitations/implications:** The study was limited to Physical Education teachers and learners in Key Stage 1 and 2 at Bunga Primary School, Maximino V. Pangilinan Elementary School, and Punta Elementary School.

**Originality/value:** This foundational research can serve as a basis for enhancing the teaching competencies of Physical Education teachers through the



implementation of the Intervention Scheme. This, in turn, can lead to improved student performance in Physical Education and other subjects.

**Keywords:** Intervention Scheme, Challenges, Physical Education

**SCOPE: SKILL COMPETENCIES OF PHYSICAL EDUCATORS: FUNDAMENTAL FOR THE IDENTIFICATION OF LESSONS FOR LOCALIZED VIDEOS IN PHYSICAL EDUCATION**

TAN-BR-TL-PE-52-22

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**Purpose:** This research study aims to identify lessons for localized videos in Physical Education by examining the localization of instructional materials.

**Design/methodology/approach:** The respondents of this study were Physical Education teachers in the Division of Cavite Province. A total of seventy-three (73) teacher-respondents from Junior and Senior High School were selected through purposive sampling. The study utilized a validated teacher-made checklist to identify the skill competencies of the respondents. The researchers administered the checklist and collected the data through the Google Survey application.

**Findings:** The gathered data revealed that most of the respondents were non-PE Majors who had completed their bachelor's degree. Additionally, some of the PE majors had taken units in the field of MAPEH or PE. A few respondents were master's degree holders. The findings also indicated a limited number of teachers teaching at the Senior High School level. On the other hand, the majority of teacher respondents showed a strong inclination towards dance. It was also discovered that, apart from dancing, the teacher respondents showed keen interest in team sports, recreation, and individual/dual sports, respectively.

**Research limitations/implications:** This study was limited to identifying the skill competencies of teachers teaching Physical Education in the secondary level in the Division of Cavite Province. It also aimed to determine the lessons taught per grade level relevant to the MAPEH Learning Competencies.

**Originality/value:** Considering the wide range of physical education videos available online, covering topics such as dance fundamentals, basic sports skills, and exercises, it is important to note that these videos may not meet the specific needs of our learners. Therefore, this research aims to identify the lessons where localization of instructional materials, such as video lessons, is crucial. Moreover, this study will examine the skill competencies of physical educators that play a significant role in the development of video lessons.

**Keywords:** Skill competencies, Localized video lessons, Physical education

## TEACHING AND LEARNING - HEALTH

### THE EFFECTS OF T-CHART IN COMPREHENSION OF EXISTING HEALTH RELATED LAWS OF THE GRADE 10 MODULAR DISTANCE LEARNERS OF EMILIANO TRIA TIRONA MEMORIAL NATIONAL INTEGRATED HIGH SCHOOL

KAW-AR-TL-HE-49-22

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**Purpose:** This study aims to enhance the comprehension of Grade 10 learners regarding health-related laws.

**Design/methodology/approach:** The participants of this study were purposively selected from 49 Grade 10 students at Emiliano Tria Tirona Memorial National Integrated High School. The teachers identified the learners who scored low in the given pre-test and provided them with a T-Chart to review and improve their comprehension of health-related laws. After two weeks, a post-test was administered.

**Findings:** The pre-test scores ranged from 2 to 9, with the lowest score being 2 and the highest score being 9. The mean of the post-test scores was 10, with a standard deviation of 1.513. The range of the scores was 5, with a minimum score of 8 and a maximum score of 13. A t-test of dependent samples was used to compare the pre-test and post-test scores of the participants, revealing a significant difference upon using the T-Chart.

**Research limitations/implications:** This study was limited to one competency in Health under the MAPEH subject, and the participants were only from 10 sections of the Grade 10 curriculum level.

**Originality/value:** This study contributes to the enhancement of comprehension among Grade 10 learners in relation to health-related laws. It also highlights the use of a T-Chart as a tool for improving learning competency.

**Keywords:** health-related laws, T-Chart, learning competency, comprehension

## TEACHING AND LEARNING – EDUKASYONG

### PANTAHANAN AT PANGKABUHAYAN

#### TECHNOLOGICAL ADVANCEMENT: UTILIZATION OF LAC SESSIONS TO ENHANCE THE ICT COMPETENCIES OF THE TEACHERS OF ALULOD ELEMENTARY SCHOOL FOR THE S.Y. 2022 - 2023

IND-AR-TL-EPP-2-22

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**Purpose:** The purpose of this study was to enhance the ICT competencies of selected teachers at Alulod Elementary School through the utilization of LAC sessions, with the aim of enabling them to deliver quality education to 21st-century learners.

**Design/methodology/approach:** The study was designed for the selected teachers at Alulod Elementary School who recognized the need for ICT enhancement based on their individual development plans. To gather data, the initial method involved assessing the respondents' knowledge of ICT-related topics using a 15-item parallel test to identify the competencies that needed to be enhanced through LAC sessions.

**Findings:** The results showed a significant difference in the teachers' ICT capabilities before and after the LAC sessions. This indicates that LAC sessions have a positive impact on the teaching-learning process for 21st-century learners, with the understanding that facilitating learning requires innovation and technological advancement.

**Research limitations/implications:** The study focused on conducting LAC sessions with the participation of four teachers at Alulod Elementary School during the First Quarter of the School Year 2022-2023.

**Originality/value:** This study demonstrates the value of LAC sessions as a means of building teachers' capacity in utilizing ICT. It highlights the positive effects of these sessions and enables teachers to align their instruction with the skills of 21st-century learners.

**Keywords:** Competency, Enhancement, Learning Action Cell

**THE IMPACT OF MANYCHAT APPLICATION AS TEACHING INSTRUCTION IN THE ACADEMIC ACHIEVEMENT OF GRADE 9 TLE STUDENTS IN TRECE MARTIRES CITY NATIONAL HIGH SCHOOL (TMCNHS) - CABUCO EXTENSION**

TMC-AR-TL-EPP-30-22

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**Purpose:** The study focused on the impact of digital transformation on ubiquitous learning through the use of the ManyChat Facebook Messenger chatbot as a modality in education to facilitate learning and assessment among selected Grade 9 students in TMCNHS-Cabuco Extension.

**Design/methodology/approach:** Using the descriptive-comparative method, 30 students were selected as respondents from TMCNHS-Cabuco Extension. They answered the validated pre-test and post-test using paper and pen, as well as the ManyChat application over a period of 3 days. The data gathered from the post-test results were analyzed by calculating the mean and applying t-test statistical treatment.

**Findings:** The results revealed a significant difference between the post-test scores of students in the EIM and Cookery specializations. This indicates the extent of manifestation in the use of the ManyChat application as a teaching instruction in the academic achievement of Grade 9 TLE students in Trece Martires City National High School-Cabuco Extension, considering the compared variables.

**Research limitations/implications:** When using ManyChat as a learning modality, it is important to assess students' reading, auditory, and comprehension skills. Indeed, ManyChat has a positive perception and can be utilized to enhance students' academic performance during the learning process.

**Originality/value:** The use of the ManyChat mobile application is highly valuable in the continuous teaching-learning process, allowing students to take an active role in controlling their own learning. This aligns with the constructivist learning theory, which is a major factor in effective learning.

**Keywords:** ManyChat, Grade 9 competencies, Cookery, Electrical Installation Maintenance, Ubiquitous learning

# TEACHING AND LEARNING – TECHNOLOGY AND LIVELIHOOD EDUCATION

## BLENDED LEARNING: A PANACEA OF ELECTRICITY COURSE IN THE TIME OF COVID-19 CRISIS

TAN-AR-TL-TLE-23-22

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**Purpose:** This study aimed to determine the impact of blended learning as a solution to the challenges faced in the electricity course. It sought to assess its effectiveness in improving student participation, preparation, understanding, and promoting active learning.

**Design/methodology/approach:** The study utilized a descriptive-correlation method with a quantitative approach. A survey questionnaire was administered using Google Forms as the instrument. Objective data analysis and presentation were ensured through the use of descriptive and inferential statistical tools such as percentage, weighted mean, f-test (one-way ANOVA), Likert Scale, ranking, and Pearson r Product Moment Correlation.

**Findings:** The program highlights the need for further improvement in teaching methodologies to enhance the effectiveness of blended learning in the electricity course. Regarding instructional materials in blended learning, the null hypothesis was accepted, indicating moderately adequate indicators.

**Research limitations/implications:** This study was limited to investigating the implementation, validation, and evaluation of blended learning in the electricity course as a solution during the COVID-19 crisis for grade-9 students in the Technology and Livelihood Education.

**Originality/value:** Blended learning in the Philippines presents notable problems and challenges, especially in the context of the electricity course within the Technology and Livelihood Education subject. These challenges hinder the effective and efficient delivery of teaching and learning during times of crisis.

**Keywords:** Blended Learning, Panacea, Electricity, Action Plan, Technology and Livelihood Education



## **DIFFICULTIES ENCOUNTERED BY GRADE 7 TLE STUDENTS AT KAYTITINGA INTEGRATED SCHOOL UNDER THE MODULAR DISTANCE LEARNING: AN ASSESSMENT OF THEIR ACADEMIC PERFORMANCE**

ALF-BR-TL-TLE-28-22

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**Purpose:** This study aimed to assess Grade 7 students' performance and difficulties in modular distance learning in the subject of TLE 7, with the goal of addressing their challenges and improving their written performance and output-based tasks.

**Design/methodology/approach:** The research utilized a descriptive method, employing standardized questionnaires administered through an online survey. The weighted mean was used to analyze the degree of responses using the Likert scale.

**Findings:** The p-value of 0.048 indicated a significant difference in the respondents' assessment of their written performance in modular distance learning. However, there was no significant difference in their assessment of difficulties in following instructions (p-value of 0.094) and performance in output-based tasks (p-value of 0.256) within the modular distance learning modality.

**Research limitations/implications:** The study was conducted at Kaytitinga Integrated School with a randomly selected sample of 128 Grade VII TLE students.

**Originality/value:** The findings of this study can be utilized in action planning to address the difficulties faced in modular distance learning, based on the assessment of Grade 7 TLE students at Kaytitinga Integrated School.

**Keywords:** Assessment, written works, performance task, modular distance learning

## **EFFECTIVENESS OF SELF-LEARNING MATERIALS USED IN TECHNOLOGY AND LIVELIHOOD EDUCATION – COOKERY 10 IN GEN. EMILIO AGUINALDO-BAILEN INTEGRATED SCHOOL: BASIS FOR INTERVENTION AMIDST PANDEMIC**

GEA-AR-TL-TLE-16-22

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**Purpose:** This study aims to address critical issues and concerns regarding the use of self-learning modules in teaching Technology and Livelihood Education - Cookery by proposing actions for learner support in Gen. Emilio Aguinaldo-Bailen Integrated School during the School Year 2021-2022.

**Design/methodology/approach:** A quantitative research design was employed in this study, utilizing survey questionnaires to collect critical data for the research findings. The study involved forty (40) Grade 10 Cookery students from Gen. Emilio Aguinaldo-Bailen Integrated School.

**Findings:** A significant difference between the pretest and posttest scores of the students was found. This suggests a significant improvement in the academic performance of Grade 10 TLE-Cookery students.

**Research limitations/implications:** This study was conducted among male and female Grade 10 Cookery students at Gen. Emilio Aguinaldo-Bailen Integrated School. The researcher developed a learning module that covers the Cookery lessons in the TLE 10 Cookery textbook, ensuring the reliability and consistency of the module through a panel of experts in teaching methods.

**Originality/value:** In Gen. Emilio Aguinaldo-Bailen Integrated School, the evaluation of Self-Learning Materials used in TLE Cookery has not been recently conducted, considering the pandemic situation and the significance of Self-Learning Materials in improving instructional delivery and enhancing student achievement. The evaluation outcomes of the Self-Learning Materials serve as the foundation for the development of an intervention strategy.

**Keywords:** BE-LCP, DLDM, SLMs, Developed Intervention

**PROJECT CLEAR: PROGRAM TO IMPROVE THE COMPETENCY LEVEL AND INCREASE THE LEARNING OUTCOME ASSESSMENT RESULT IN FRONT OFFICE SERVICES**

ROS-AR-TL-TLE-59-22

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**Purpose:** This study aims to evaluate the effectiveness of Project CLEAR, a program designed to improve the competency level and enhance the Learning Outcome Assessment Results of Grade 10 Front Office Services students in limited in-person classes.

**Design/methodology/approach:** A pre-experimental, one-group pretest-posttest design was employed in this study. The researcher utilized a standardized 70-item test adapted from the learning competencies of Front Office Services. Statistical tools such as Standard Deviation, Weighted Mean, and Paired T-test were used to analyze the data. Participants were administered the tests to assess their competence level before and after the intervention.

**Findings:** The data revealed a significant difference between the pretest and posttest scores, with a p-value of 0.00.

**Research limitations/implications:** This study was limited to evaluating the effectiveness of Project CLEAR among Grade 10 Front Office Services students. The research was conducted within the context of TLE-Front Office Services at Rosario National High School.

**Originality/value:** This study focuses on identifying the learning gap between modular distance learning and limited in-person classes. Project CLEAR serves as an innovative teaching and learning program that can be beneficial in conducting assessments and interventions, allowing learners to progress at their own pace.



**Keywords:** Intervention, Competency level, Learning Outcome Assessment Result (LOA), Front Office Services, Action Research

**QUEST PROGRAM: STRATEGY TO IMPROVE THE ACADEMIC PERFORMANCE IN TLE AMONG GRADE 6 LEARNERS**

TMC-AR-TL-TLE-65-22

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**Purpose:** This study aims to investigate the effectiveness of the Quest program in teaching TLE to grade six learners at Trece Martires City Elementary School during the new normal.

**Design/methodology/approach:** The study utilized a pre-experimental method with a one-group pre-test-post-test design. Thirty (30) grade six pupils who exhibited difficulties in understanding the TLE learning competencies, as indicated by the pre-test results, were selected using non-random or purposive sampling. The pre-test and post-test results of the participants were compared using paired t-test.

**Findings:** The findings revealed that the integration of the Quest Program in teaching TLE led to improved academic performance among the participants.

**Research limitations/implications:** The Quest program is designed to encourage learners to explore their interests and develop lifelong skills. It promotes exploration through observation and inquiry, fostering creative problem-solving, research, and teamwork skills through individual and small group investigations. Critical thinking and affective awareness are practiced within each area of study.

**Originality/value:** The participation in competitions serves as a motivating factor in the learning process. The units in the sixth-grade program are interdisciplinary and incorporate elements from various core educational areas, as well as creative and other domains.

**Keywords:** Quest Program, Academic Performance, TLE, Grade Six Pupil, Pre-Experimental



## TEACHING AND LEARNING – LEARNING RESOURCE

### CHALLENGES AND OPPORTUNITIES ENCOUNTERED BY TEACHERS IN DEVELOPING LEARNING RESOURCE MATERIALS IN TRECE MARTIRES CITY ELEMENTARY SCHOOL

TMC-BR-TL-LR-12-22

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**Purpose:** The main objective of this study was to investigate the challenges and opportunities faced by teachers in developing learning resource materials at Trece Martires City Elementary School during the new normal.

**Design/methodology/approach:** The study utilized a descriptive research design. The respondents consisted of Teachers III and Master Teachers who were involved in the development of learning resource materials. Purposive sampling was used to select the participants. Data collection was conducted using a survey questionnaire adapted from Masahura (1998) and Graves (1996). Mean and rank order were employed for data analysis.

**Findings:** The results revealed that among teachers, the strong points in developing learning resource materials were conducting needs assessments and determining goals and objectives. On the other hand, organizing content and activities and considering resources and constraints were identified as the weakest points in the development process.

**Research limitations/implications:** Based on the study's findings, it is highly relevant and necessary to implement a teacher support program that focuses on conceptualizing content, selecting and developing materials and activities, and organizing content and activities. Such a program would address the various challenges encountered by teachers in developing learning resource materials.

**Originality/value:** Learning resources play a crucial role for both teachers and learners. Teachers need to continually update their knowledge to ensure the effectiveness of school systems, particularly in the development of learning resource materials for students.

**Keywords:** Learning Resource Materials, Teachers, New Normal, Descriptive Research Design, Trece Martires City Elementary School



## **PRINTED MODULAR LEARNING APPROACH: EXAMINING THE STUDENT'S ATTITUDE TOWARDS ITS USE AND EFFECT ON THE ACADEMIC PERFORMANCE**

ALF-BR-TL-LR-4-22

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**Purpose:** This study aimed to investigate the efficiency of the printed modular learning approach in relation to learners' attitudes and academic performance. Specifically, it described the learners' attitudes towards the use of printed modular learning and examined their academic performance. The study also explored the relationship between attitude and performance concerning self-learning modules (SLMs).

**Design/methodology/approach:** A quantitative survey was conducted to assess students' attitudes and their impact on academic performance. Data were collected using a 4-point Likert-type survey. A descriptive-correlational research design was employed, utilizing the learners' General Weighted Average (GWA) to measure their performance in the new normal, and a survey questionnaire to assess their attitudes towards the use of self-learning modules. Frequency counts, percentages, and Spearman's rank correlation coefficient were used to analyze the collected data.

**Findings:** The results revealed a positive correlation between the respondents' attitude and their academic performance. This finding confirms that attitude is a significant factor related to performance.

**Research limitations/implications:** This study was limited to 154 learners from Grade 11 enrollees (SY 2021-2022) of the Printed Modular Learning Approach at Senior High School-Lucshuhin Integrated School. The participants were selected randomly using stratified random sampling based on a formula derived from Slovincs.

**Originality/value:** This research focused on the modality offered by schools in the District of Alfonso. Examining learners' attitudes towards the use of printed modular learning will assist schools in determining the effectiveness of this modality on academic performance.

**Keywords:** Attitude, Academic Performance, New Normal Education, Printed Modular Learning Approach

## **UTILIZATION OF CONTEXTUALIZED LEARNING ACTIVITY SHEETS DESIGNED FOR TINKERCAD IDE IN TEACHING ARDUINO-BASED ROBOTICS**

CAR-AR-TL-SC-3-22

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**Purpose:** The aim of this study is to assess the effectiveness of utilizing contextualized learning activity sheets designed for TINKERCAD IDE as a teaching

strategy in improving the academic performance and lived experiences of Grade 9 students in learning Arduino-based robotics.

**Design/methodology/approach:** This action research utilized an explanatory sequential mixed-method research design. Quantitative data were collected from pretest and posttest scores, which were statistically analyzed. Qualitative data were then collected through semi-structured interviews with students who used the contextualized learning activity sheets with the utilization of TINKERCAD IDE.

**Findings:** The pretest mean score was 8.70, with a standard deviation of 2.65. The mean and standard deviation of the posttest were 14.96 and 0.209, respectively. The results indicated a significant difference between the pretest and posttest scores. The students' experiences were analyzed and grouped into themes: system quality, ease of use, usefulness, and self-efficacy. The qualitative data supported the quantitative results, demonstrating a significant improvement in students' academic performance.

**Research limitations/implications:** The utilization of contextualized learning activity sheets designed for TINKERCAD IDE in teaching Arduino-based robotics was shown to be effective and successful as a teaching strategy. It has the potential to greatly improve students' academic performance in learning robotics.

**Originality/value:** This study provides evidence that the utilization of contextualized learning activity sheets designed for TINKERCAD IDE can be an effective strategy in teaching Arduino-based robotics, resulting in improved student performance in learning robotics.

**Keywords:** TINKERCAD IDE, Contextualization, Learning Activity Sheets, academic performance, lived experiences

## TEACHING AND LEARNING – SPECIAL EDUCATION

### CHALLENGES ENCOUNTERED BY THE SPED TEACHERS IN TEACHING AND MONITORING THEIR LEARNERS' PERFORMANCE IN THE NEW NORMAL EDUCATION AT INDANG CENTRAL ELEMENTARY SCHOOL

IND-BR-TL-SPED-9-22

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**Purpose:** The purpose of the study is to identify the challenges encountered by the Special Education (SPED) teachers in teaching and monitoring their learners' performance in the new normal education at Indang Central Elementary School.

**Design/methodology/approach:** The study was designed only for the Special Education (SPED) teachers, selected parents, and learners with special needs at



Indang Central Elementary School. The SPED teachers' challenges in teaching and monitoring their learners' performance in the new normal education were determined and identified through an interview protocol.

**Findings:** The results showed that there are common and different challenges encountered by the Special Education (SPED) teachers in teaching and monitoring their learners' performance in the new normal education at Indang Central Elementary School.

**Research limitations/implications:** The study focused on determining and identifying the challenges encountered by the Special Education (SPED) teachers in teaching and monitoring their learners' performance in the new normal education at Indang Central Elementary School. The study provided an understanding of the difficulties faced by SPED teachers in teaching and monitoring their students' performance in the new normal education.

**Originality/value:** This study provided answers to the challenges that Special Education (SPED) teachers faced when teaching and monitoring their students' performance in the new normal education.

**Keywords:** Challenges, Encounter, Teaching, New Normal Education, Special Education

## TEACHING AND LEARNING - KINDERGARTEN

### INSTRUCTIONAL PROFICIENCY AND ACADEMY PERFORMANCE OF KINDERGARTEN LEARNERS: BASIS FOR A PROPOSED TRAINING MODEL

NAI-BR-TL-KIN-35-21

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**Purpose:** This study aims to assess the level of teacher competencies and its impact on the academic performance of Kindergarten learners. It also seeks to develop a training model to enhance teacher competencies.

**Design/methodology/approach:** The study utilized a descriptive survey method, employing questionnaires and checklists to evaluate the instructional proficiency of teachers and the academic performance of Kindergarten learners. These findings were used to propose a training model.

**Findings:** The study developed a training model that focuses on enhancing the competencies required for Kindergarten teachers. The proposed model includes priorities, goals, objectives, and outcomes.

**Research limitations/implications:** The study involved 55 respondents, consisting of 5 school heads and 50 teachers. It focused on teacher competencies related to social regards for learning, learning environment, diversity of learners, curriculum content and pedagogy, planning, assessing and reporting,

community linkages, and personal social growth and professional development. The research was conducted during the school year 2021-2022.

**Originality/value:** The findings of this study hold significance for various stakeholders. For learners, it serves as motivation to improve their academic performance and strive for quality education. Teachers can gain insights on improving teaching and learning practices, while also becoming aware of their competencies and readiness for specific teaching assignments. School heads can use the study's results to appoint effective teachers based on competencies and specialization. Lastly, future researchers can utilize this study as a reference for conducting further studies on the academic performance of Kindergarten learners.

**Keywords:** academic achievement, classroom management, community skills, teacher competencies.

### LIVED EXPERIENCES OF PARENTS IN TEACHING BEGINNING READING TO KINDERGARTEN DURING BLENDED DISTANCE LEARNING

GEA-BR-TL-KIN-11-22

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**Purpose:** The goal of this study was to know the lived experiences of parents in teaching beginning reading to kindergarten during blended distance learning.

**Design/methodology/approach:** This study is qualitative in nature therefore, direct interview was used to record and transcript seven remarkable experiences. The data collected was interpreted using thematic analysis and significant themes were found.

**Findings:** Researchers found 3 themes, these are "Smart Parenting", "Lack of Motivation" and "Provision of Materials". Parents are known to guide their children in developing their reading skills, but they struggle in motivating them in because of the distractions like cellphone, toys etc. at home. However, most of the respondents requested for the provision of reading materials for them to be used at home making the teacher and the parents on the same track.

**Research limitations/implications:** Open-ended questions were asked during a direct interview. Participants were given codes to conceal their identities after the researcher obtained their informed consent and asked for their cooperation.

**Originality/value:** The findings of this study will be useful to teachers because they will reveal how parents teach their young children to read during blended distance learning. As a result, they will offer several techniques for enhancing our students' reading abilities. Parents will also benefit greatly from this study because they will discover ways to help their children enhance their reading abilities in collaboration with teachers.

**Keywords:** Parents, Beginning Reading, Kindergarten, Blended Distance Learning

# TEACHING AND LEARNING – ALTERNATIVE LEARNING SYSTEM

## ALTERNATIVE LEARNING SYSTEM (ALS) NEVER STOP: ENGAGEMENT AND SATISFACTION OF ALS LEARNERS AMIDST ADVERSITY

TMC-BR-TL-ALS-34-22

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**Purpose:** The main purpose of this study is to determine the level of engagement and satisfaction of ALS Learners of the District of Trece Martires City enrolled during the S.Y. 2021- 2022.

**Design/methodology/approach:** The researchers utilized the descriptive quantitative research design. This design determined the statistical differences between the respondent's level of engagement and satisfaction. The survey was conducted by distributing Research Questionnaire using Google Form. Purposive Sampling was used to cover the desired unit which is to be studied

**Findings:** The study revealed that ALS Learners manifested High Levels of Engagement and Satisfaction. Though bombarded with enormous challenges and difficulties, ALS Learners remained steadfast and continued to possess positive attitudes in facing the new modalities in education. Significant differences were also revealed in the level of Engagement in variables like age and gender of the respondents. This study further proved that the quality of Engagement and Satisfaction of ALS Learners is the primary consideration to achieve learning success in a distance learning set-up.

**Research limitations/implications:** The study is limited only to selected ALS Learners who were enrolled in the District of Trece Martires City during the S.Y. 2021- 2022. Limitation was also set to respondent's gender (Male and Female) Age (below 18 years old, 19- 30 years old and 31 years old and above )and grade level (Elementary and Junior High School) which is quite convenient for the researchers.

**Originality/value:** The result of this proposed study will serve as the basis for an effective mode of delivery in teaching ALS Learners.

**Keywords:** Alternative Learning System, Level of Engagement, Level of Satisfaction

## PERCEIVED CHALLENGES OF ALS COMPLETERS IN SENIOR HIGH SCHOOL

IND-BR-TL-ALS-34-22

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**Purpose:** This study aimed to identify the challenges faced by ALS completers enrolled in Indang National High School Senior High School and describe these challenges in terms of the pedagogical strategies employed by the teachers.

**Design/methodology/approach:** A qualitative research design was utilized to investigate the challenges encountered by purposively selected Grade-11 ALS completers. Data were collected through focus group discussions (FGDs) and recorded sessions. Thematic analysis was employed to analyze the data.

**Findings:** Six main themes emerged from the data analysis: (1) Information overload, (2) unfamiliar subjects and learning activities, (3) fast-paced teaching, (4) lack of available learning materials, (5) attendance, and (6) financial constraints. The study revealed that ALS completers face various challenges in their senior high school journey. Many of them feel academically insecure due to the new concepts and activities introduced to them. The teaching strategies and pacing also play a crucial role as ALS completers struggle to understand the subjects. However, it is important to recognize that teachers have deadlines to meet, and the blame cannot be solely placed on them. Mathematics, Oral Communication, and Earth and Life Science were identified as the most challenging subjects for ALS completers. Additionally, the study highlights the need to understand the reasons for absenteeism among ALS completers, including financial struggles, as some of them balance being working students and parents.

**Research limitations/implications:** This study focused on identifying the challenges faced by ALS completers enrolled in Indang National High School senior high school and exploring their other issues and concerns in a formal school setting.

**Originality/value:** The findings of this study serve as a baseline for the development of an intervention program tailored to the specific needs of ALS completers in General Mathematics, Oral Communication, and Earth and Life Science. Furthermore, the study recommends the implementation of flexible learning modalities for ALS completers facing special circumstances, such as being working students and/or parents.

**Keywords:** Challenges, ALS, SHS, pedagogical strategies



## **READING ANXIETY LEVEL OF ALS LEARNERS: BASIS FOR A PROPOSED READING REMEDIATION PROGRAM IN PEDRO ALEGRE AURE SENIOR HIGH SCHOOL**

MEN-BR-TL-ALS-7-22

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**Purpose:** This research aimed to determine the demographic profile of the learners and its relationship with their reading anxiety in order to propose a Reading Remediation Program Plan for Grade 12 ALS Learners for School Year 2022-2023

**Design/methodology/approach:** The study employed a mixed method design, utilizing Foreign Language Reading Anxiety Inventory (FLRAI) by Zoghi (2012) and a questionnaire on the participants' perception of their reading anxiety.

**Findings:** Data analysis included descriptive statistics, point biserial correlation and Spearman rho correlation (quantitative part), and content analysis (qualitative part). Results show that the ALS learners have "high anxiety" level with a general mean score of 2.93; grammar as bottom-up reading anxiety with a mean of 3.07 or "high anxiety" was the highest anxiety when reading English texts. There is no significant relationship between reading anxiety and the demographic profile of the learners' gender (-0.332); age (0.220); last grade level prior to ALS (-0.327); self-rating on their English proficiency (-0.203). Grade 12 ALS learners viewed reading in English as pleasant in spite of the challenges; employed strategies to overcome reading anxiety; preferred group activities, actual reading sessions, and translation and use of mother tongue as activities.

**Research limitations/implications:** The study focused on reading anxiety in English of Grade 12 Alternative Learning System (ALS) learners enrolled in Pedro Alegre Aure Senior High School. Participation of the learners is voluntary.

**Originality/value:** This study focus on inclusive education which will become the basis for a Reading Remediation Plan for ALS learners.

**Keywords:** Reading Anxiety, Reading Remediation, Alternative Learning System (ALS), Inclusive Education

## **UNDERSTANDING THE WHOLE CHILD APPROACH IN ALTERNATIVE LEARNING SYSTEM**

TAG-BR-TL-ALS-1-22

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**Purpose:** This research aims to explore the experiences of ALS key players in implementing the Whole Child Approach to education in Tagaytay City Central School during the new normal.

**Design/methodology/approach:** A qualitative descriptive single case study design was employed to investigate the challenges faced by purposively



selected Grade-11 ALS students. Focus group discussions (FGDs) were conducted, and thematic analysis was utilized to analyze the data.

**Findings:** Six themes emerged in response to the research questions. The first theme identified significant elements of transitioning to the new normal, including time management and available resources. The second theme revealed effective strategies to cope with challenges, such as time management, seeking help from resource persons, and maintaining a positive outlook. The third theme highlighted the sources of support, including support from family, the local government unit, and the community. The fourth and fifth themes addressed the emotional effects of the pandemic and the drawbacks of modular distance learning, including difficulties in being self-directed learners, authenticity in assessment, and contextualization of learning materials. Lastly, the sixth theme discussed the challenges in implementing the Whole Child Approach, such as communication barriers due to lack of gadgets and internet connection and learners juggling multiple responsibilities.

**Research limitations/implications:** This study focused on the implementation of the Whole Child Approach in Tagaytay City Central School and collected data through virtual interviews and FGDs due to the pandemic restrictions. However, limitations existed in reaching participants without internet access.

**Originality/value:** This study contributes to understanding the challenges and experiences of ALS key players in implementing the Whole Child Approach during the new normal. It emphasizes the importance of promoting a culture that supports learners' holistic development and provides a safe and engaging learning environment.

**Keywords:** Alternative Learning System, Implementation, New Normal, Whole Child Approach, Distance Learning, ALS key players

## TEACHING AND LEARNING – SENIOR HIGH SCHOOL – ALL SUBJECTS

### CAREER EXIT CHOICES OF SENIOR HIGH SCHOOL ACADEMIC TRACK GRADUATES OF EMILIANO TRIA TIRONA MEMORIAL NATIONAL INTEGRATED HIGH SCHOOL FOR SCHOOL YEAR 2020-2021

KAW-BR-SHS-ALL-5-21

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**Purpose:** This study aimed to investigate the career exit choices of senior high school academic track graduates from Emiliano Tria Tirona Memorial National Integrated High School for the school year 2020-2021.



**Design/methodology/approach:** Data were collected through an online survey and a pen-and-paper tracer study instrument. The gathered information was processed using Microsoft Excel™ and analyzed quantitatively.

**Findings:** The majority of the senior high school graduates from the academic track in the school year 2020-2021 were born in 2003, with 57.1% being male and 42.9% female. Most of them reside in Kawit. Among the different strands, the Accountancy and Business Management Strand and Humanities and Social Science Strand showed a preference for higher education as their career exit choice, while a small percentage (7.1%) opted for entrepreneurship. The majority of the SHS graduates (85.7%) chose to pursue higher education, while 14.3% decided to enter the workforce after graduation.

**Research limitations/implications:** This study was limited to the academic track graduates from the school year 2020-2021, which may not fully represent the career exit choices of all senior high school graduates.

**Originality/value:** The findings of this study provide valuable insights for improving instruction and career guidance for senior high school learners. It serves as a basis for guiding students in choosing the right career path and educational track to pursue.

**Keywords:** Tracer study, career guidance, senior high school, academic track

## **EFFECTS OF SCHOOL CAREER GUIDANCE PROGRAM ON THE CAREER CHOICES OF SENIOR HIGH SCHOOL STUDENTS**

IND-AR-TL-SHS-ALL-38-22

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**Purpose:** The purpose of this study was to investigate the effects of a school career guidance program on the career choices of high school students for the academic year 2021-2022, with the aim of benefiting graduating senior high school students.

**Design/methodology/approach:** The study focused on Grade 12 senior high school students from Lumampong Integrated National High School. Descriptive statistics, such as frequency count and percentage, were used to analyze the career choices of the students. Paired t-test was employed to determine if there were significant differences in the career choices before and after the implementation of the school career guidance program.

**Findings:** The results indicated that there is a need for improvement in the school career guidance program, as there was no significant difference in the career choices of senior high school students before and after the program. The p-value was greater than the significance level ( $\alpha$ ), indicating that the null hypothesis cannot be rejected. This suggests that the average career choices before and after the program were considered to be equal, and the sample difference was not statistically significant. It should be noted that a non-significant result does not

confirm the correctness of the null hypothesis, but rather indicates that it cannot be rejected.

**Research limitations/implications:** The study had a limited sample size of 75 students who willingly participated, and the findings serve as a basis for enhancing the evaluation program in the coming years.

**Originality/value:** This study aimed to improve the school career guidance program, which can provide valuable support to graduating senior high school students in making informed career choices.

**Keywords:** Career guidance, career choices, decision-making

**IMPLEMENTATION OF WEEKLY KUMUSTAHAN: BASIS FOR OVERCOMING THE BARRIERS OF BLENDED LEARNING MODALITY IN GRADE 12 OF CAVITE SCIENCE INTEGRATED SCHOOL (CSIS) FOR SY 2021-2022**

MAR-BR-TL-SHS-ALL-4-21

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**Purpose:** This study aimed to determine if the weekly “Kumustahan” will help to overcome the barriers of blended learning modality of Grade 12 of Cavite Science Integrated School of school year 2021-2022.

**Design/methodology/approach:** Grade 12 students of CSIS were asked to answer a survey questionnaire that includes the benefits and barriers they have encountered when taking the blended learning modality after weekly kumustahan. Answers to the questionnaire were obtained and tallied. Percentages and mean scores were used to analyze the findings. Achievements level from both Grade 11 and Grade 12 were compared

**Findings:** Based on the results, after the weekly kumustahan, the benefits of the blended learning modality include students no need to commute, convenience and can work better at their own pace and time. The barriers they still faced even after weekly kumustahan were poor internet connection, managing time, communicating with classmates, and collaborating with peers. Through the weekly kumustahan, some students overcome most of these barriers. Through this, their achievement level increased by 4% in Grade 12.

**Research limitations/implications:** This research was only focused on the barriers experienced by students after the weekly kumustahan during blended online modality and the increase of achievement level from Grade 11 to Grade 12.

**Originality/value:** With a great range of possibilities provided by the blended learning modality, it has its dark and bright sides. The results of the weekly kumustahan play a big part in the increase in the achievement level of the Grade 12 students.

**Keywords:** Keywords: weekly kumustahan, students’ barriers, blended learning modality



## **PROJECT ISKOLAR: INTENSIFYING AND STRENGTHENING KNOWLEDGE AND OPPORTUNITIES OF LEARNERS THROUGH ACTIVE REVIEW IN ENGLISH, SCIENCE AND MATHEMATICS**

IND-AR-TL-SHS-ALL-33-22

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**Purpose:** This study aimed to determine the impact of Project I.S.K.O.L.A.R. (Intensifying and Strengthening Knowledge and Opportunities of Learners through Active Review) on the college applications and scholarship opportunities of Grade 12 Academic Track graduates in Indang National High School-Senior High School during the S.Y. 2021-2022.

**Design/methodology/approach:** This study employed a quantitative research design wherein 51 graduates from the Academic Track (STEM, ABM, and HUMSS) who attended and did not attend Project ISKOLAR (online review in English, Science and Mathematics) participated in the study through an exit interview questionnaire administered via Google form. Descriptive statistics such as frequency count and percentage were used to determine the performance of the participants who attended and did not attend Project ISKOLAR in college applications and scholarship grants. Mann-Whitney U test was also utilized to compare the results.

**Findings:** Results showed that Project ISKOLAR is effective in increasing the percentage of Grade 12 graduates who enrolled in college and qualified for scholarships since there is a significant difference in the performance of the participants who attended and did not attend Project ISKOLAR in terms of college applications and scholarship opportunities.

**Research limitations/implications:** The study is limited to the data obtained from the 51 graduates who voluntarily participated in the study that will serve as a basis for the improvement of the conduct of the review program for the succeeding years.

**Originality/value:** This study aimed to improve the program that will help graduating senior high school students qualify for their chosen college applications and scholarship grants.

**Keywords:** Active Review, College Application, Scholarships, STEM

# TEACHING AND LEARNING – SENIOR HIGH SCHOOL – TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK

## REPOSITIONING TECHVOC: A STUDY OF INDUSTRY NEEDS AND SENIOR HIGH SCHOOL TVL OFFERINGS IN SILANG CAVITE

CAR-BR-TL-SHS-TVL-32-21

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**Purpose:** The objectives of the study are the following: identify TVL specializations needed by the industry sectors of Silang Cavite in the span of five (5) years across different strands; and make an action plan based on the findings of the study to reposition TechVoc.

**Design/methodology/approach:** The respondents of the study were thirty (30) Human Resource Managers across different industry sectors within the locality of Silang, Cavite. The survey, using the researcher-made questionnaire, was administered through google form with due consideration to data privacy act of 2012. The data that were extracted from the questionnaire were classified, organized and tabulated accordingly. The researcher used the descriptive method in analyzing the data. Frequency and Ranking were utilized for statistical data treatment.

**Findings:** In Silang, Cookery is considered as the primary industry need. It is followed by Computer Systems Servicing, then Commercial Cooking, and then Dressmaking, Housekeeping, Driving, and Refrigeration and Air-conditioning Servicing. Also, there is a demand for Electrical Installation and Maintenance, Motorcycle/Small Engine Servicing, and Shielded Metal Arc Welding (SMAW).

**Research limitations/implications:** This study focuses on extent of demand of TVL program offerings among DepEd public senior high school at Silang Cavite with the industry sector needs. This study is limited to 30 Human Resources Managers who assessed their industry needs for TVL specializations in the span of 5 years.

**Originality/value:** The study provides new data on industry needs of Silang, Cavite that will serve as basis for TVL offerings in Senior High School towards employability of its graduates.

**Keywords:** TechVoc, Skills, Mismatch, Industry Needs

**REPOSITIONING TECHVOC: A STUDY OF THE INDUSTRY NEEDS AND SENIOR HIGH SCHOOL TVL OFFERINGS IN 5TH DISTRICT OF CAVITE**

CAR-BR-TL-SHS-TVL-27-21

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**Purpose:** The study aims to address mismatch and the rising unemployment rate among TVL Senior High School graduates. The study was done to figure out the level of demand on the TVL program offerings of the Department of Education towards industry sector needs in the 5th District of Cavite.

**Design/methodology/approach:** Descriptive research design was used in this study to determine the TVL specializations that will be needed by the industry sector in five years, based upon the assessment of the ninety (90) Human Resource Managers who participated as respondents from various industry in Carmona, General Mariano Alvarez and Silang Cavite. The researchers utilized statistical treatment including frequency analysis and ranking to examine the data they had gathered.

**Findings:** The study findings show a list of specializations, organized by strands, that were found to be needed by various industry sectors. The top technical vocational livelihood skills required across strands in five (5) years were also identified.

**Research limitations/implications:** Since the study will determine the technical vocational skills needed by the industry sectors, the study will only cover the demand of the industry within the locality Carmona, General Mariano Alvarez and Silang Cavite.

**Originality/value:** The study's findings served as the foundation for creating recommendations that would be incorporated into the policy guidelines for enhancing the program's delivery. Furthermore, the study served as basis for action plan in strengthening the TVL program ensuring that it is aligned with the needs of the industry.

**Keywords:** uplifting technical-vocational-livelihood, repositioning tech-voc, industry partnership, SHS-TVL employment

**REPOSITIONING TECHVOC: A STUDY OF THE INDUSTRY NEEDS AND SENIOR HIGH SCHOOL TVL OFFERINGS IN GENERAL MARIANO ALVAREZ, CAVITE**

CAR-BR-TL-SHS-TVL-33-21

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**Purpose:** The purpose of this study was to examine the effects of a school career guidance program on the career choices of high school students for the academic year 2021-2022. The study aimed to provide valuable insights that can benefit graduating senior high school students.

**Design/methodology/approach:** The study focused on Grade 12 students from Lumampong Integrated National High School. Descriptive statistics, such as frequency analysis and ranking, were used to analyze the data collected through online and pen-and-paper surveys. The data were processed and interpreted quantitatively using Microsoft Excel.

**Findings:** The findings indicated that there is a need for improvement in the school career guidance program, as there was no significant difference in the career choices of senior high school students before and after the program. The results of the paired t-test showed that the differences in career choices were not statistically significant, suggesting that the program did not have a significant impact on the students' career decisions.

**Research limitations/implications:** The study was limited to the academic track graduates of Lumampong Integrated National High School for the specific academic year. The findings can be used as a basis for enhancing the career guidance program in the future.

**Originality/value:** This study aimed to improve the school career guidance program to better assist graduating senior high school students in making informed career choices. By identifying areas for improvement, educational institutions can provide more effective career guidance services to students.

**Keywords:** Career guidance, career choices, decision-making, senior high school, academic track

### UTILIZATION OF TEACHER-MADE LEARNING PACKETS (LEAP) TOWARDS THE ACADEMIC PERFORMANCE OF ALLSHS-TVL MEDICAL TRANSCRIPTION STUDENTS IN THEIR SPECIALIZED SUBJECT

CAR-AR-TL-SHS-TVL-27-21

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**Purpose:** The shortages of instructional materials for TVL Specializations like Medical Transcription is still evident. Concerning the perceived gap, the researchers conducted action research to determine the effectiveness of the Learning Packets (LeaP) on the academic performance of Angelo L. Loyola Senior High School Medical Transcription students in their specialized subject. The study can help plan and design a better school program to transfer essential skills relevant to the specialization and help improve the LeaP to deliver more efficient and effective learning materials.

**Design/methodology/approach:** The study's research design is quantitative, and twenty ALLSHS Medical Transcription learners were selected as the participants through random sampling. A validated test was utilized, and the result of pre-test and post-test scores were used as the basis of comparison. A test of difference or T-test was used to compare the learners' pre-test and post-test mean scores.



**Findings:** The data gathered reveals that among the student-respondents, the pre-test average score is 12.75, and the post-test average is 31.65. Based on the computed weighted means of the post-test and pre-test, it was deduced that there was an increase in students' scores with a mean difference of 18.9. Furthermore, it was statistically concluded, through paired sample t-test, that there is a significant difference in the pre-test and post-test scores.

**Research limitations/implications:** The research findings revealed the effectiveness of learning packets and may serve as a basis for further development by future module writers. Further study about the effectiveness of the Learning Packets and the broader scope of respondents should be conducted.

**Originality/value:** Timelines and significance of the research in meeting the objective of the TVL program, which is the development of employable technical vocational skills and preparing graduates for employment.

**Keywords:** technical-vocational-livelihood, medical transcription, learning packets, LeaP

## **TEACHING AND LEARNING – SENIOR HIGH SCHOOL – WORK IMMERSION**

### **ASSESSMENT ON THE INTEGRATION OF WORK IMMERSION AND INQUIRIES, INVESTIGATIONS, AND IMMERSION IN THE NEW NORMAL OF CSIS GRADE 12 LEARNERS**

MAR-BR-TL-SHS-WI-17-21

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**Purpose:** This research study was conceptualized to assess the integration of Work Immersion to Inquiries, Investigations, and Immersion subjects on certain criteria/indicators to determine the effectiveness of this program to both teachers and the learners for SY 2021-2022.

**Design/methodology/approach:** Quantitative and qualitative survey research design was utilized. The tool utilized was patterned in the Guidelines for SHS Immersion subject. All Grade 12 students of S.Y. 2021-2022 from Cavite Science Integrated School were asked to answer a survey questionnaire that focused on the assessment of the indicators associated with the two subjects and factors that need to be improved on their integration using the Likert Scale. All responses were obtained, tabulated and the mean score was analyzed.

**Findings:** Results showed that among the given indicators, the research design addresses the problem statement at hand, logical conclusions and



recommendation supported by processed data are drawn and the presentation of the final output follows the prescribed guidelines set for both subjects (94.48%) had the highest mean scores

**Research limitations/implications:** This research was only applied to the integration of the two subjects in Grade 12 during pandemic.

**Originality/value:** Hands-on experiences on the topics concerning every student's interest to learn and be guided first-hand on how to properly conduct their research studies. It is indeed crucial for the learners to have an actual and face-to-face performance and experiences of the research they are studying, and of course proper guidance of the educators is really of great importance

**Keywords:** Keyword: integration, work immersion, pandemic, inquiries, investigations, and immersion

### **VALIDATION OF SHS WORK IMMERSION STUDENTS' PREPAREDNESS INSTRUMENT BY SDO CAVITE PROVINCE EPSS**

DIV-AR-TL-SHS-WI-11-22

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**Purpose:** The purpose of this study was to assess the validity of the SHS Work Immersion Students' Preparedness instrument using a survey instrument validation rating scale.

**Design/methodology/approach:** The study commenced with a request letter sent to the Schools Division Superintendent (SDS) for permission to conduct the research. Once approved, the questionnaire was administered to Education Program Supervisors. Proper citation and referencing were also adhered to.

**Findings:** The results indicated that the instrument was deemed interesting and capable of eliciting full responses from participants. Furthermore, the instrument was found to effectively serve its intended purpose. The validity rates received a rating of 4.67 (strongly agree), demonstrating strong validation criteria indicators. This suggests that the majority of validators accepted the indicators used to assess the preparedness of SHS students for Work Immersion. Overall, the average validity rate of 4.36 indicated that validators strongly agreed that the SHS Work Immersion Students' Preparedness instrument met all the expected criteria.

**Research limitations/implications:** The validated instrument will be beneficial for SHS work immersion teachers and researchers in assessing the preparedness of learners in specific tracks/strands/specializations. The results can identify gaps and inform necessary interventions before students are deployed for work immersion.

**Originality/value:** The originality of this research lies in its assessment of the validity of the SHS Work Immersion Students' Preparedness instrument using a survey instrument validation rating scale.

**Keywords:** Instrument validation, Preparedness tool, Policy recommendation, SHS Work Immersion



## **WORK IMMERSION KA-HOME BUDDY: PARTNERSHIP WITH HOME FACILITATOR IN TVL LEARNERS HOME-BASED IMMERSION PROGRAM**

ALF-AR-TL-SHS-WI-13-22

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**Purpose:** The purpose of this study is to use the project to capacitate home learning facilitators in giving technical and instructional support to TVL students in their Home-Based Immersion Program.

**Design/methodology/approach:** A thematic analysis of the challenges encountered by the students and home facilitators during the Project Ka-Home Buddy was utilized. T-test was used to determine the significant difference in the academic performance of the students in Work Immersion before and after the Project Ka-Home Buddy.

**Findings:** The challenges encountered by the students during the Project Ka-Home Buddy were tasks execution, financial capability, time management, tools and materials, and learning environment. And the challenges encountered by the home facilitators were time management, financial capability, tasks execution, tools and materials, learning environment and learning attitude. However, the study revealed that there is a high significant difference in the academic performance of Grade 12 TVL students in Work Immersion before and after the Project Ka-home Buddy.

**Research limitations/implications:** This study was limited to the Grade 12 TVL Work Immersion students under digitized modular distance learning as the participants.

**Originality/value:** In response to the Guidelines for Work Immersion Implementation During Crisis Situations, Project Ka-Home Buddy was established. The project was implemented to conduct Home Based Instructional Supervision as basis for providing Technical Assistance in terms of content and pedagogy, specifically to capacitate home learning facilitators in giving technical and instructional support to TVL Learners in their home-based immersion program.

**Keywords:** Home-based immersion program, home facilitator, work immersion, parental involvement

# TEACHING AND LEARNING – SENIOR HIGH SCHOOL – LANGUAGES

## COMPARATIVE ANALYSIS OF THE WRITING SKILLS OF SELECTED ABM AND STEM SHS STUDENTS: BASIS FOR INTERVENTION MATERIAL ON PRIORITY COMPETENCIES

DIV-BR-TL-SHS-LA-9-22

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**Purpose:** The study focuses on comparing and analyzing the writing competencies of selected Senior High School students. This study will be used in order to determine the writing difficulties experienced by students so that a Learning Resource Material that will aid Senior High School students to improve their writing skills will be crafted.

**Design/methodology/approach:** The study utilized descriptive research. This study was conducted among purposively selected G12 ABM and STEM students from the Division of Cavite Province. The participants were the top five students of their class and with a total of 40 STEM and 40 ABM Students. These students come from various large school categories in the Division of Cavite Province representing the North, East, South, and West clusters. The essay tests of the students were retrieved, collected, and personally checked by the researchers using the validated teacher-made writing rubrics and treated with an appropriate statistical tool

**Findings:** It was found that STEM students got a mean score of 3.44 while ABM students got a higher mean score which is 3.51. STEM obtained a description of Good while ABM achieved a description of Very Good. The average of these scores is 3.48, showing a description of Good. This shows that the writing skills of ABM students, are in general, better than STEM. It also revealed that the null hypothesis which is there is no significant difference in the writing performance of the respondents when grouped according to their strands is accepted.

**Research limitations/implications:** This research is limited to grade 12 students taking-up Accountancy, Business and Management (ABM) and Science, Technology, Engineering, and Mathematics (STEM) strands for the School Year 2021-2022. The data of this study is also limited to the essay test retrieved from the respondents.

**Originality/value:** This research identified the writing difficulties of the students and based from those identified difficulties, a learning intervention material will be crafted.

**Keywords:** Writing Skills, Learning Resource, Senior High School



## **FROM A CHUNK TO A WHOLE: IMPROVING THE PARAPHRASING SKILLS OF TRECE MARTIRES CITY SENIOR HIGH SCHOOL STEM LEARNERS THROUGH SENTENCE DE-COMBINING AND COMBINING STRATEGY**

TMC-AR-TL-SHS-LA-42-22

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**Purpose:** This study aims to determine if there is a significant difference in the paraphrasing skill level between the experimental group and the control group after utilizing the sentence de-combining and combining strategy.

**Design/methodology/approach:** The study was conducted among Grade 11 learners of Trece Martires City Senior High School during the school year 2021-2022, under the online distance learning modality. Pre-test and post-test assessments were administered using passages selected through Flesch-Kincaid Readability Tests. The experimental group used a validated paraphrasing worksheet that incorporated the sentence de-combining and combining strategy during the post-test. Mean, standard deviation, paired t-tests, and independent samples t-tests were computed to analyze the paraphrasing skill level of both groups before and after implementing the proposed strategy.

**Findings:** The results revealed a significant difference in the mean scores of the participants' paraphrasing skill level after utilizing the sentence de-combining and combining strategy compared to the traditional strategy. The treatment group achieved a higher mean score of 3.17, while the control group obtained a mean score of 2.18. This difference in mean scores demonstrates the effectiveness of the sentence de-combining and combining strategy in significantly improving paraphrasing skills.

**Research limitations/implications:** The personal attitude and perception towards plagiarism can influence paraphrasing skills, and addressing these factors is crucial for enhancing paraphrasing practices and overall writing abilities. Additionally, the current academic setup may not provide enough opportunities for explicit paraphrasing instruction and feedback, which can hinder students' development in this area.

**Originality/value:** This study introduces a novel approach to sentence combining, focusing on recombining words, phrases, or sentences to generate acceptable paraphrases. While sentence variety is not explicitly taught, the strategies for rearranging sentences naturally emerge as participants produce their paraphrases. This study is significant as paraphrasing plays a vital role in academic and scientific writing, and addressing concerns related to borrowing texts and avoiding plagiarism can be addressed through this research.

**Keywords:** paraphrasing, sentence combining, sentence de-combining, plagiarism

# TEACHING AND LEARNING – SENIOR HIGH SCHOOL – LITERATURE

## HEART FOR LIT: STUDENTS' LITERARY APPRECIATION SKILLS AND THEIR ACADEMIC PERFORMANCE IN 21ST CENTURY LITERATURE

TAN-BR-TL-SHS-LIT-37-22

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**Purpose:** The purpose of the study is to explore the relationship between students' literary appreciation skills and academic performance in their literature subject.

**Design/methodology/approach:** This study used embedded mixed-method research design. Cochran sampling was utilized to compute the number of participants identified through Stratified random sampling. The questionnaire was based on the study Innovative Learning Tasks in Enhancing Literary Appreciation by Magulod (2018). It was composed of three parts: participants' grade in 21st Century Literature, Likert scale to assess their level of literary attainment and open-ended questions to further express their thoughts. The quantitative data were analyzed using descriptive statistics where the scores indicated the level of students' literary appreciation skills and academic performance. The relationship between the stated variables were determined through Pearson Product Moment Correlation while the significant difference among the respondents from three different schools was identified through ANOVA. Further, qualitative data were analyzed using 3-step coding process of Creswell (1998).

**Findings:** The results revealed that all respondents regardless of school and strand have high levels of literary appreciation skills. A weak positive correlation exists between students' literary appreciation skills and academic performance. In terms of their comparison, there is no significant difference between the literary appreciation skills of the respondents when grouped according to schools. However, there is a significant difference between the literary appreciation of the respondents when grouped according to strands.

**Research limitations/implications:** The study was only conducted in the Senior High School Department of three public schools in the Municipality of Tanza namely TNCHS, TNS and ASHI.

**Originality/value:** The results may serve as a guide in formulation of criteria in literary pieces selection to be utilized during 21st Century Literature classes.

**Keywords:** 21st Century literature, literary appreciation, academic performance



## LITERATURE ON AIR: THE USE OF EDUCATIONAL PODCASTS AS SUPPLEMENTARY MATERIAL

TAN-AR-TL-SHS-LIT-36-22

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**Purpose:** In this information age, technology has significantly revolutionized education. Numerous academics have been interested in podcasts due to their growing accessibility and popularity. Though it gained popularity in foreign countries and Universities, it has to be explored in basic education. This study investigated the effectiveness of using educational podcasts as supplementary material in studying Literature. Furthermore, it also explored the perceived potential benefit, challenges, and factors affecting students' acceptance of educational podcasts as supplementary material in studying 21st Century Literature in Senior High School.

**Design/methodology/approach:** The study used mixed methods specifically explanatory sequential design. Pretest and post-test were administered and t-test for the dependent sample was used to determine its effectiveness. Interviews and focus-group discussions were used to collect qualitative data.

**Findings:** Results revealed a difference of 7.23 which indicates a significant difference between the pre-test and post-test scores. The computed t-value -9.92 is greater than the computed p-value 1.48E-17. Building on the technology acceptance model, the results showed various factors in students' acceptance of podcasts. Most of the participants agreed on the following features of podcasts: adaptability and accuracy, ease of use, entertainment, innovativeness, and functionality. Improvement of listening comprehension, speaking skills, multitasking, focus, entertainment, new learning modality, and in-depth discussion of the subject are the potential benefits of educational podcasts as perceived by the participants. Meanwhile, audio quality, type of learner, lack of interaction, and environmental factors are the challenges encountered by the participants.

**Research limitations/implications:** The study is limited to students under the online distance learning modality since the internet is needed to download these learning resources.

**Originality/value:** Participants showed positive acceptance of educational podcasts in their Literature classes. It enhanced the learning experience and might be considered a potential learning tool in teaching Literature.

**Keywords:** Educational podcasts, supplementary material, technology acceptance model

# TEACHING AND LEARNING – SENIOR HIGH SCHOOL – COMMUNICATION

## **SPEAK TO EXPRESS NOT TO IMPRESS: STUDENTS' ATTITUDE TOWARDS CODE-SWITCHING AS A MODE OF DISCOURSE IN AN ORAL COMMUNICATION CLASS**

TAN-BR-TL-SHS-COM-47-22  
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**Purpose:** This research aimed to explore and compare the students' attitudes towards codeswitching as a mode of discourse in an Oral Communication class among SHS academic strands in Tanza National Comprehensive High School.

**Design/methodology/approach:** This study used explanatory mixed method design where quantitative data is collected first, and qualitative data is then collected to explain what the quantitative method has found. Slovin's formula was utilized to calculate the number of samples required since the population is too large. An adapted survey questionnaire was employed to gather data and interpreted using a 4-point Likert scale. One-way ANOVA was also used to compute the significant difference. The qualitative findings were coded thematically and later interpreted.

**Findings:** The results of this study revealed that the attitude of students among SHS academic strands has no significant difference where the findings imply that there is a positive attitude towards code-switching as a mode of discourse in Oral Communication class.

**Research limitations/implications:** The study focused on Grade 11 students from the three academic strands; ABM, HUMSS AND STEM, where all the respondents shared the same characteristic which is taking up an Oral Communication class in Tanza National Comprehensive High School for the School Year 2022-2023.

**Originality/value:** This study strengthens that the utilization of code-switching in an ESL classroom is beneficial as it positively impacts students' learning process. In addition, the result can also be a basis for the development of teaching strategies and learning materials that will enhance the student's English vocabulary and speaking abilities.

**Keywords:** students' attitude, code-switching, mode of discourse, oral communication

# TEACHING AND LEARNING – SENIOR HIGH SCHOOL – MATHEMATICS

## ANALYSIS OF STUDENTS' ABILITY IN SOLVING LINEAR EQUATION WORDED PROBLEM USING CLINICAL INTERVIEW: BASIS FOR A MATHEMATICS ENHANCEMENT PROGRAM

NOV-BR-TL-SHS-MA-5-21

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**Purpose:** This paper determined the performance, difficulties, common errors, and strategies of grade 8 students in solving linear equation word problems.

**Design/methodology/approach:** A sequential explanatory mixed-method design was applied in this study: quantitative ( $n = 222$ ) that identified the level and the comparison of the performance of students and qualitative ( $n = 12$ ) that used thematic analysis and triangulation. The data consisted of self-developed test questionnaires.

**Findings:** Results show that the performance of grade-8 students is low and differs significantly considering age, sex, parent's educational attainment, parent's occupation, and income. The emergent themes for difficulties experienced by students were understanding and analyzing the problem, conceptualizing, comprehension, and creating equations. The common errors committed by students were negligence error, creating equation error, computational error, misinterpretation, and negligence error. The strategies used by students in solving linear equation word problems were mental calculations, organized notes, algebraic equations, experimentation, reading repetition analysis, and imitations. The study concludes that the skills of students in solving linear equation word problems can be developed thru constant practice. This study devised a proposed mathematics enhancement program for low performing grade 8 students.

**Research limitations/implications:** The sample size of the study which is 222 grade 8 students may not be enough to determine the overall conclusions for grade 8 students in the province of Cavite.

**Originality/value:** Reviewed literature about how students strategize in dealing with linear equation word problems is insufficient and this paper makes it valuable.

**Keywords:** linear equation word problems, performance, difficulties, common errors, strategies, mathematics enhancement program



**PROJECT RARE: ITS EFFECT ON THE MATHEMATICS PERFORMANCE OF SELECTED  
GRADE 11 HUMSS STUDENTS**

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**Purpose:** This study focused on the effect of Project RARE (Recall And Relearn in improving the performance in General Mathematics of selected Grade 11 HUMSS students of Tanza National Comprehensive High School during First Quarter period of the school year 2022-2023.

**Design/methodology/approach:** This study is a one-group pre-test and post-test design. Mean, mean percentage score, standard deviation and paired sample t-test were used to determine the effectiveness of Project RARE (Recall And Relearn) in improving the performance in General Mathematics of the students.

**Findings:** The study revealed the mean score of pre-test is 13.78 while post-test is 20.63 which increased by 6.5 and can be concluded that Project RARE improved the mathematics performance of the students in the first quarter. The computed t-value of -8.59 is at left of the critical t-value of  $\pm 2.01$  at 5 percent level of significance with 45 degrees of freedom, indicates that there is a significant difference between the pre-test and the post-test results of the subjects of the study.

**Research limitations/implications:** This study was limited to the effects of the Project RARE (Recall And Relearn) in improving the performance of selected Grade 11 HUMSS students of Tanza National Comprehensive High School in General Mathematics focusing on the prerequisite skills specifically, Operations on Integers and Operations on Polynomials needed for the First Quarter period of SY 2022-2023.

**Originality/value:** This study reveals that Project RARE (Recall and Relearn) is a new and successful intervention program in recalling and relearning prerequisite skills needed particularly in General Mathematics.

**Keywords:** prerequisite skills, recall, relearn, intervention program

**UTILIZATION OF CHATALAKAYAN IN FACEBOOK MESSENGER GROUP IN  
IMPROVING MATH PERFORMANCE OF GRADE 11 SENIOR HIGH SCHOOL STUDENTS**

NAI-AR-TL-SHS-MA-15-22  
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**Purpose:** This paper examines the impact of Chatalakayan, an intervention program that uses Facebook messenger to discuss lessons among Grade 11 students, in learning Mathematics. Chatalakayan is done through the help of a math teacher who discusses the lesson through chats where students can interact with the teacher and classmates.

**Design/methodology/approach:** Before the program started, a pre-test was given to all the students in Grade 11, however, only 20 students were able to attend Chatalakayan regularly. These 20 students were later on chosen purposively to be the participants in the study. They were then given a post-test which was compared to their pres-test scores using t-test.

**Findings:** Analysis showed that there exists a significant difference between the pre-test and post-test scores. It can therefore be concluded that Chatalakayan has a positive impact on improving math performance. Thus, the researcher recommends this intervention program to other Grade levels to help support students' learning in different learning areas.

**Research limitations/implications:** The study is limited only to the use of Chatalakayan in learning Math and does not investigate further to its used to other learning areas. In addition, only 20 students served as participants because they were the only ones to attend regularly and completely. Should there be large enough sample size, good generalizations could be drawn from the study.

**Originality/value:** Chatalakayan is an innovation that maximizes the use of Facebook messenger in delivering education. It goes beyond merely sending activity sheets through the platform because the teacher actually teaches a lesson in real-time, just like in an online class, but is practical and cheap. With more research to back up this innovation, the researchers hope to present its potential as an alternative delivery mode (ADM) in the future.

**Keywords:** Chatalakayan, Intervention, Facebook messenger, Math

### UTILIZATION OF PROJECT SUSTAINABLE INTEGRATION OF GAMIFIED ENVIRONMENT FOR 21ST CENTURY LEARNERS (SIGE-21) AS AN AID FOR ENHANCING NSHS STUDENTS' ENGAGEMENT IN STATISTICS AND PROBABILITY

NOV-AR-TL-SHS-MA-2-22

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**Purpose:** This study aims to determine the effectiveness of Project SIGE-21 as an E-Learning virtual intervention for the enhancement of students' engagement and to develop a gamified learning plan from the results of the study.

**Design/methodology/approach:** This study used mixed methods of research. Quantitatively, the researcher used the one-group pretest-posttest quasi-experimental design. Furthermore, the research used the qualitative thematic analysis to find out the challenges met by both students and teachers through their perspective and experiences in the implementation of Project SIGE-21. The researcher employed an adopted test formulated by Hart et al. (2011).

**Findings:** The results show that students' engagement is "fair" before and became "very good" after implementing the intervention. The researcher identified a significant difference between the scores, indicating that the engagement of students flew higher because of Project SIGE-21. Through qualitative analysis, the

researcher identified four (4) thematic accounts with nine (9) different coded themes from the responses of the learners who had undergone Project SIGE-21.

**Research limitations/implications:** The researcher did not involve other institutions to participate in the experiment. The respondents of the study are all (30) Grade 11 HyFlex learners of the school. The Statistics and Probability lessons used are areas under the normal curve and hypothesis testing using population proportion and population mean.

**Originality/value:** The study will benefit teachers as they craft their gamified instructional materials and integrate it to their teaching style in the new normal. It will help the learners as the study proved that the strategy could increase their learning engagement.

**Keywords:** Gamification, gamified learning, constructivism, experimental

## TEACHING AND LEARNING – SENIOR HIGH SCHOOL – ENGLISH

### READING MOTIVATION AND HOME LITERACY INFLUENCE AMONG SELECTED HUMSS IN MUNICIPALITY OF TANZA AND ITS IMPACT TO INFORMATION LITERACY SKILLS: INPUT FOR DEVELOPING TECHNICAL ASSISTANCE OF MASTER TEACHERS

TAN-BR-TL-SHS-EN-22-22

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**Purpose:** The study measured reading motivation, home literacy influence, and information literacy skills' level among selected high school students. Likewise, it determined how reading motivation and home literacy correlate with information literacy skills as technical assistance for master teachers and on the development of a reading program, D.I.S.C.E.R.N. (Developing Interest, Skills, Competency, and Evaluating Reading Needs).

**Design/methodology/approach:** The study used descriptive quantitative correlation and convenience sampling. 4-point Likert Scale Questionnaire was used to assess reading motivation and home literacy influence, while Oyetola and Oluwaseye's 12-item questionnaire was used to assess information literacy skills. Single and multiple regression were used to evaluate descriptive and inferential data.

**Findings:** Respondents are moderately confident in their reading motivation, home literacy influence, and information literacy skills. Reading Motivation has significant relationship to information literacy, although home literacy influence has none. Both have significant positive relationships when taken separately.



**Research limitations/implications:** This study is limited to Grades 11 and 12 Humanities and Social Sciences learners of Tanza National Trade School and Tanza National Comprehensive High School from Region 4-A particularly in Cavite.

**Originality/value:** This study serves as a baseline for the development of future intervention literacy skills programs and reading programs.

**Keywords:** reading motivation, literacy skills, home influence, reading program

## **TEACHING AND LEARNING – SENIOR HIGH SCHOOL – PRACTICAL RESEARCH**

### **REVITALIZING RESEARCH CULTURE IN THE SELECTED SENIOR HIGH SCHOOLS IN THE SOUTH CLUSTER OF DEPED-CAVITE: PERCEPTIONS, PROBLEMS, PRACTICES AND PROGRAMS**

IND-BR-TL-SHS-PR-32-22

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**Purpose:** This study identified students' perception in Research as observed by the focal Research teachers in the selected SHS in the South Cluster of DepEd-Cavite, their problems encountered, best practices and programs needed by their SHS students.

**Design/methodology/approach:** This study is a mixed method of both qualitative and quantitative research design. The 8 participants were face-to-face interviewed. Thematic analysis and frequency count were used for interpretation and discussion.

**Findings:** Generally, teachers observed that most of their students perceive Research as a difficult subject resulting to anxiety, alienation, aloofness, hesitation and apprehensions caused by hearsays, poor writing and reading comprehension skills. The problems encountered were weakness in Research development, 1-hour time limitation, lack of references, financial constraints, non-participative members and misplaced students in the strand.

The shared best practices are the display of students' best research output as sample learning material, utilization of DepEd Cavite Research YouTube channel, ICT integration, simplified and contextualized hand-outs, alignment of students' strands to their study, in-house colloquium and the pool of research experts per strand for students' consultation. The students are in dire need of Language Proficiency Programs, Seminars on Statistical and Thematical Analysis.

**Research limitations/implications:** This study is limited to the selected SHS of Indang, Tagaytay City, Amadeo, Mendez and Alfonso that voluntarily participated to attain its objectives.

**Originality/value:** This study is a collective representation of values, leadership, support system for research initiatives and engagements in revitalizing and sustaining research culture in SHS.

**Keywords:** Research culture, Senior High School, DepEd-Cavite, Practical Research

## TEACHING AND LEARNING – SENIOR HIGH SCHOOL – EMPOWERMENT TECHNOLOGIES

### SAFE (SCHOOL APPLICATION OF FLIPPED ENVIRONMENT): AN INTERACTIVE MOBILE APPLICATION TO ENHANCE THE LITERACY OF GRADE 11 TVL STUDENTS IN EMPOWERMENT TECHNOLOGY

TAN-AR-TL-SHS-ET-28-22

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**Purpose:** The study aims to determine the influence of the SAFE mobile application in enhancing the literacy of the Grade 11 TVL students in Empowerment Technology at Tanza National Trade School.

**Design/methodology/approach:** The study employed quantitative research design. 95 respondents from Grade 11 CSS and SMAW courses were purposively selected. The experts in the field validated the researcher-made pre-test and post-test questionnaires. Mean, standard deviation, and paired sample t-tests were utilized as statistical treatments for the study.

**Findings:** The pre-test result shows the low mastery of the students before implementing the SAFE mobile application and moving towards mastery indicates the post-test result after the intervention. The SAFE mobile application's effect on the respondents' learning achievement reveals a positive change and a double increase in their scores. Moreover, the study's null hypothesis was rejected, indicating a significant difference between the pre-test and post-test scores.

**Research limitations/implications:** The study was limited to the TVL students under the supervision of the researchers. Target participants who did not have smartphones or gadgets that the SAFE mobile application could install were not covered.

**Originality/value:** The research result parallels the findings about mobile learning that increase students' academic achievement. The development of the SAFE mobile application supported the CID Banner Program of the SDO Cavite Province, which is the I-LIKHA that focuses on contextualizing the instructional materials to address the need of the 21st-century learner and serve as support to the teaching aids of the teacher.

**Keywords:** Mobile Application, Flipped, Empowerment Technology

## **TEACHING AND LEARNING – SENIOR HIGH SCHOOL – ACCOUNTANCY, BUSINESS, AND MANAGEMENT STRAND**

### **COMPETENCY BASED LEARNING PROGRAM (CBLP)- EMPOWERING GRADE 11 ACCOUNTANCY, BUSINESS AND MANAGEMENT (ABM) STUDENTS OF GEABIS- LEADING TO BOOKKEEPING NATIONAL CERTIFICATE III**

GEA-AR-TL-SHS-ABM-1-22

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**Purpose:** The main objective of this action research was to prepare ABM learners in terms of the competencies required by Technical Education And Skills Development Authority (TESDA) to hold a National Certificate III for Bookkeeping through an intensive training program and to collaborate with various agencies and individuals within the community of General Emilio Aguinaldo to provide learners' needs all throughout the program.

**Design/methodology/approach:** Fifteen grade 11 ABM students for SY 2021-2022 underwent 16-session training on the subjects Fundamentals of Accountancy, Business and Management 1 and 2. A pre-test and post-test was given to all learners before and after the program respectively to assess their initial knowledge and acquired skills. Institutional assessment was conducted as the final preparation for TESDA assessment.

**Findings:** Significant findings of the study include: (1) 10 out of 15 learners completed the program, (2) individualized learning is effective, (2) choice of learners' senior high school (SHS) exit plan and preferred college course played a vital role on their participation in the program and (4) themes on intrinsic and extrinsic motivation emerged on this study.

**Research limitations/implications:** The study has an implication on the system of preparation of learners on the strand to take on SHS which includes (1) ABM

entrance exam for the learner to reflect on themselves if the strand is their line of interest, (2) intensive intervention on the foundation of Mathematics needed to study ABM crucial subjects and (3) concentrated Career Guidance Program in Junior High School.

**Originality/value:** This study is of value to the fulfillment of the ultimate goal of SHS leading to two exit options: going to college and developing middle-level skill. The study served as the initial effort of the school to help learners realize their full potential with the help of other stakeholders.

**Keywords:** middle-level skill, ABM, senior high school, accountancy, student training

**FACTORS AFFECTING ACCOUNTANCY, BUSINESS AND MANAGEMENT (ABM) STUDENTS' WILLINGNESS TO PARTICIPATE LIMITED FACE-TO-FACE CLASSES IN TAGAYTAY CITY SCIENCE NATIONAL HIGH SCHOOL-INTEGRATED SENIOR HIGH SCHOOL**

TAG-BR-TL-SHS-ABM-1-22

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**Purpose:** The main purpose of the study is to determine factors affecting Accountancy, Business and Management (ABM) students' willingness to participate limited face-to-face classes in Tagaytay City Science National High School-Integrated Senior High School.

**Design/methodology/approach:** Descriptive quantitative research design with stratified random sampling technique was used to ABM students enrolled during the school year 2021-2022 in Tagaytay City Science National High School-Integrated Senior High School.

**Findings:** Based on the result of the study, more than half (65.22%) of ABM students have positive responses in terms of returning to school. Students are vaccinated to make in-person school safe is the number 1 ( $\bar{x}=3.63$ ) students' willing factor to participate limited face-to-face classes for those who answered "yes" while concerned about being contracting COVID-19 at school and becoming ill ( $\bar{x}=3.31$ ) is the top willing for those who answered "no" and "unsure."

**Research limitations/implications:** The results signify that most of the students have sufficient confidence in terms of health safety prevention and control against COVID-19 pandemic implemented by DepEd and TCSNHS-ISHS. However, there are areas to be improved to strengthen the willingness of students to participate limited face-to-face classes.

**Originality/value:** The results of the study serve as a powerful reference for constructing recommendations to strengthen the willingness of the students to participate in potential face-to-face classes during the new normal classroom set-up.

**Keywords:** face-to-face classes, willing factor, participation

**KA-HOME BUDDY INTERVENTION PROGRAM: CHAMPIONING THE ABM STUDENT  
BUSINESS SIMULATION IN LUCSUHIN INTEGRATED SCHOOL**

ALF-AR-TL-SHS-ABM-2-22

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**Purpose:** The purpose of this study is to explore the usefulness of Project Ka- Home Buddy in increasing the academic achievement among 43 Grade 12 Accountancy and Business Management Students.

**Design/methodology/approach:** A quantitative research design was employed and a T-test was used to determine the significant difference in the academic performance of the students in Business Simulation before and after the Project Ka-Home Buddy.

**Findings:** The academic performance of the Grade 12 ABM students before the program varies in their academic performance Out of 43 students, 33 or 77% are outstanding before the Project Ka-Home Buddy However the Academic Performance after intervention program, out of 43 students, 40 or 93% are outstanding. There is a significant difference between the academic performance of ABM12 students in which implies that the academic achievement of students is greatly influenced by their classmates as peer tutor involvement in their schoolwork.

**Research limitations/implications:** This study was limited to forty-three (43) Grade 12 ABM Business Simulation students in Lucsuhin Integrated School under digitized modular distance learning participants.

**Originality/value:** In the guidelines for Work Immersion Implementation during crisis situations, project Ka-Home Buddy was established to provide assistance to ABM students to sustain their interest in studying since there are no face-to-face instructions with the assistance of their parents. Modular modality is not enough for the teaching and learning process to take place, especially in teaching Business Simulation which requires comprehensive discussions on some topics necessary in a business plan.

**Keywords:** business simulation, peer tutor, work immersion, academic achievement, ka -home buddy



# TEACHING AND LEARNING – SENIOR HIGH SCHOOL – SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS STRAND

## ADDRESSING THE CHALLENGES OF GRADE 11 LEARNERS IN THEIR ACADEMIC PERFORMANCE THRU THE UTILIZATION OF TEACHER INTENSIVE MONITORING AND COMMUNICATION TO HOME LEARNERS FACILITATORS

MAR-AR-TL-SHS-STEM-20-21

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**Purpose:** To address the challenges to learners and teachers brought about by the pandemic especially on blended learning modality. It further aims to optimize the collaboration between parents and teachers for the benefit of learners.

**Design/methodology/approach:** This action research involves selected grade 11 students of Cavite Science Integrated High School, Maragondon, Cavite for the school year 2021-2022 during which the school have implemented the blended learning modality due to the effects of the Covid-19 pandemic. With intensive teacher monitoring and open communication with home facilitators, the researcher seeks to illustrate how close coordination with stakeholders like teacher and parents have made a difference in the academic performance of selected G11 learners.

**Findings:** Close coordination and cooperation of teachers and parents as home learning facilitators are important factors in addressing the challenges of the pandemic in the learning and teaching process both for the students and learners.

**Research limitations/implications:** The emergence of Covid-19 pandemic have created challenges especially in the teaching and learning process. Parents have become facilitators for blended learning modalities adopted by school. With the intensive teacher monitoring and open communication with parents, they were able to monitor their children's academic performance at the comfort of their homes. The study will not include on how the parents motivate or the strategy use by parents to monitor the study habits of their learners in their own homes.

**Originality/value:** The researchers will propose to include Intensive Teacher Monitoring and Open Communications to Home learners Facilitators to the School Policy, so that the implementation of this research is supported by black and white.

**Keywords:** Intensive Teacher Monitoring, Open Communication to home learners facilitators, role of home learners facilitators, blended learning modality

**CONDUCTING SCIENCE INVESTIGATORY PROJECT IN THE NEW NORMAL:  
CHALLENGES AND OPPORTUNITIES OF STEM STUDENTS IN THE DISTRICT OF TRECE  
MARTIRES CITY**

TMC-AR-TL-SHS-STEM-47-22

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**Purpose:** The main goal of the study is to determine the experiences, challenges and opportunities of Science, Technology, Engineering and Mathematics (STEM) students in conducting science investigatory projects in the new normal.

**Design/methodology/approach:** Qualitative design specifically a phenomenological study was utilized in the study. Purposive sampling methodology was used and the criteria of selecting participants are students who participated in the Science Investigatory Project competition. Furthermore, audio recordings of the semi-structured interview and focus group discussions were utilized as basis in thematic analysis of the study. The data was analyzed thematically using coding from the responses of the participants and categorized into organizing themes and eventually made conclusions using Global themes.

**Findings:** The themes emerged on the experiences of STEM students in conducting science investigatory project in the new normal are the facets of SIP making among students, making of science investigatory projects among students is two fold, and the problems brought by the pandemic. It was pictured that in every step they take in conducting SIP demands varied skills and cognitive depth.

**Research limitations/implications:** The presence of pandemic brought by COVid-19 also put the students into different adversities since for mobility there are limitations imposed.

**Originality/value:** A contingency plan in times of calamity like CoVid-19 pandemic for students' SIP conduct must be also considered in order to better support their needs and momentum. This is applicable not only for students but for teachers as well.

**Keywords:** Science Investigatory Project, challenges, opportunities, students

## DEVELOPMENT AND EVALUATION OF A GENERAL CHEMISTRY 2 ASSESSMENT USING THE SOLO FRAMEWORK: FOSTERING INTERNATIONAL LEVEL STUDENT ASSESSMENT IN SCIENCE

KAW-BR-TL-SHS-STEM-46-22

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**Purpose:** In consonance with the reinvention of learning assessment in SDO Cavite Province, the study sought to develop and evaluate a General Chemistry 2 examination based on the Structure of Observed Learning Outcomes (SOLO) Framework.

**Design/methodology/approach:** A 20-item multiple choice type of test was developed based on the Assessment Tool Development procedure by Turgut and Baykul (2010). Face validity was established with the help of curriculum experts in Chemistry. Pilot testing was done in a private university in Metro Manila. Retention, revision, and rejection of test items were based on the measured indices of difficulty and discrimination. The internal consistency of the exam was determined via Cronbach alpha.

**Findings:** The 20-item exam consisted of HOTS questions and all items targeted the metacognitive knowledge dimension. Each question has one option for all SOLO levels namely pre-structural, uni-structural, multi-structural, and relational. The test was determined to have a high level of internal consistency with a Cronbach alpha of 0.840.

**Research limitations/implications:** The developed assessment was crafted based only on the 22 learning competencies for 3rd Quarter in General Chemistry 2.

**Originality/value:** This study is the first of its kind in SDO Cavite Province to systematically and successfully develop a SOLO Framework-based assessment for General Chemistry 2 with established validity and reliability leaning towards a division-wide adoption.

**Keywords:** General Chemistry 2, Assessment, SOLO Framework

## FACE TO FACE AND FACE TO SCREEN: SHS STUDENTS LIVED EXPERIENCES, CHALLENGES AND FUTURE HOPES

TAN-BR-TL-SHS-STEM-43-22

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**Purpose:** The study was conducted to determine the lived experiences of the STEM students during online and face-to-face classes.

**Design/methodology/approach:** Researchers used qualitative method, using an interview. Participants were selected through a purposive sampling method. Thematic analysis and transcribing were used in getting the emerging themes of the study.

**Findings:** The students lived experiences during the online classes and face-to-face classes were the focused of the study. Based on the data collected, the following themes were identified in this study; namely, (1) lived experiences, (2) challenges and (3) hopes of the students in face to face and online class. Some of the participants have positive thoughts about online class, they develop their skills in doing presentations, they manage their time accurately. Despite the challenges, they still enjoyed it because of the quality time they spent with their family. During face-to-face, they are happy to see new faces, interacting and engaging with their friends and classmates. Some issues and problems during online classes were having hard time in understanding the lessons, internet connections, and lack of learning resources, others suffered social anxiety. During face-to-face learning, problems in transportation, and low self-esteem were encountered. The participants are hopeful to receive quality education in the future.

**Research limitations/implications:** The study was limited only on the lived experiences of the STEM students during their online and face to face classes.

**Originality/value:** The result of the study can be one of the topics during Learning Action Cell.

**Keywords:** lived experiences, face-to-face classes, online classes

**INQUIRY-BASED APPROACH: IMPACT ON ACADEMIC SELF EFFICACY, SCIENTIFIC LITERACY AND 21ST CENTURY SKILLS AMONG GRADE 12 STUDENTS OF TANZA NATIONAL TRADE SCHOOL**

TAN-AR-TL-SHS-STEM-58-22

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**Purpose:** This study aims to provide empirical evidence of the impact of authentic inquiry-based teaching and learning on Grade 12 students' learning outcomes in the topic of Translational Kinematics. The study aims to investigate the connections between pedagogy and learning outcomes, specifically in terms of scientific literacy skills, academic self-efficacy, and 21st century skills.

**Design/methodology/approach:** The study utilized a descriptive-correlational research design. Mean and percentage were used to describe the levels of scientific literacy skills, academic self-efficacy, and 21st century skills. Paired sample t-tests and Pearson correlation coefficient were employed to analyze differences and correlations.

**Findings:** The findings of this study indicate that the use of an inquiry-based approach has led to an improvement in the scientific literacy skills, 21st century skills, and academic self-efficacy of STEM students. However, no significant relationship was found between scientific literacy skills, 21st century skills, and academic self-efficacy skills.

**Research limitations/implications:** The analysis in this study focused solely on whether the authentic inquiry-based approach can enhance scientific literacy skills, academic self-efficacy, and 21st century skills in Physics.

**Originality/value:** This study is conducted in the Senior High School of Tanza National Trade School, providing unique insights into the effects of inquiry-based teaching strategies. The results of this study can be utilized as valuable teaching strategies across various subject areas.

**Keywords:** inquiry-based approach, scientific literacy skills, academic self-efficacy, 21st century skills.

### LEVEL OF INTEREST ON STEM-RELATED CAREERS AMONG PROSPECTIVE STUDENTS IN ETTMNIHS: BASIS FOR AN ENHANCED STEM EDUCATION PROMOTION

KAW-BR-TL-SHS-STEM-48-22

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**Purpose:** Having observed that several Science, Technology, and Engineering (STE) students choosing non-STEM strands in SHS and Science, Technology, Engineering, and Mathematics (STEM) students choosing a non-STEM college course, this study aimed to determine the level of STE and STEM students' interest in STEM-related course to serve as a baseline data in planning an enhanced promotion for ETTMNIHS' STE/STEM program.

**Design/methodology/approach:** The level of STEM interest among 70 STE and 97 STEM students was determined using the adopted STEM Career Interest Survey (STEM-CIS) by Kier, M., et al (2013). Using the median score, the level of interest of students to take future careers either in Science, Mathematics, Technology, and Engineering was determined.

**Findings:** Both STE and STEM students showed a high interest in taking up science-related careers, and a moderate interest in technology-related careers. On the other hand, the respondents showed low interest in careers related to mathematics and engineering.

**Research limitations/implications:** Interpretation of data was done regardless of the respondents' grade level. Moreover, only the level of interest in taking up STEM-related careers was measured. This does not include the factors that may have influenced the respondents' level of interest.

**Originality/value:** The results of the study served as the basis for planning an enhanced STEM promotion program in ETTMNIHS utilizing social analytics framework, a first of its kind in the District of Kawit.

**Keywords:** STEM, STEM Career, STEM Interest



## **RAISING THE BAR: A COMPARATIVE ANALYSIS ON THE ACADEMIC PERFORMANCE OF STEM STUDENTS USING QUALIFYING EXAMS AND DISTANCE LEARNING MODALITIES AS BASIS FOR SCHOOL POLICY INSTITUTIONALIZATION**

TMC-BR-TL-SHS-STEM-41-22

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**Purpose:** The recent educational events brought by the pandemic made schools work their way through the challenges of the academic years. This probe investigated the effectiveness of the school's policy changes among STEM students in a public standalone senior high school in Cavite. The policy changes include the conduct of qualifying exams and the modality shift from full modular to online.

**Design/methodology/approach:** The study follows a quantitative-descriptive design. The data source was the academic performances of Grade 11 STEM students from the first semesters of two SYs, 2020-2021 and 2021-2022. The students from the former SY were not exposed to any qualifying exam, and the modality was modular. Meanwhile, the latter underwent the school's policy changes: provision of entrance exams and complete online modality. Data were analyzed using t-test.

**Findings:** The statistical test revealed that STEM students who took and passed the admission exam (from SY 2021-2022) performed better than the STEM students of the previous year. This was evident from the averages obtained from the students' records. The findings also uncovered the heterogeneity of the batch's grades from SY 2020-2021 compared to those from SY 2021-2022, who exhibited closer means from their generated average.

**Research limitations/implications:** Seeing the effectiveness of the qualifying exam and the shift of modality from modular to online for STEM students, the results of this probe may be used as a basis for policy institutionalization at the school level.

**Originality/value:** This probe is authentically crafted by the researchers and not copied nor replicated elsewhere.

**Keywords:** policy, qualifying exams, distance learning modalities

## **THE USED OF VIRTUAL LEARNING ENVIRONMENTS (VLES) IN TEACHING CHEMICAL AND NERVOUS CONTROL IN GEN. BIOLOGY 2**

MAR-AR-TL-SHS-STEM-5-21

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**Purpose:** This research aimed to determine if the use of virtual learning environments (VLEs) is effective in teaching chemical and nervous control in Gen. Biology 2

**Design/methodology/approach:** One-group pretest-posttest design was employed. Grade 11 students were chosen randomly and those who returned the assent and consent form served as the final participants of the study. Procedures used by Ureta et.al (2021) was adapted using the topics in Gen. Biology 2. Using PhET Interactive Simulations, a 15-item pre-test and post-test, with extra worksheets was created under the topic chemical and nervous control. The students were asked to complete the devised contextualized virtual lab tasks, and post-test was given after. Mean and standard deviation of the pre-test and post-test was obtained. Paired T test was used to determine the significant difference of the scores.

**Findings:** Results of the paired -t test indicated that there is a significant difference between the mean and standard deviation scores of the pre-test and post-test (( $M=9.9$ ,  $sd=3.4$  and after  $M=13.9$ ,  $sd=1.1$ ,  $t(16)= 5$ ,  $p<.001$ ), respectively. Students obtained higher scores using PhET interactive simulation (virtual labs).

**Research limitations/implications:** This research was focused on using the PhET interactive simulation in some topics in Gen. Biology 2 of the grade 11 students

**Originality/value:** Supplementary worksheets created using PhET Interactive Simulations showed further increase in student's knowledge and understanding of chemical and nervous control topics in Gen. Biology 2. Significant progress was seen to the student even at home since this encourages hands on learning.

**Keywords:** Keywords: contextualized learning materials, PhET Interactive Simulations, virtual learning environment

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