The Official DepEd - NCR Research Journal

manyuskrip

Vol. 6. No. 1 Series 2022

"Reconnect, Refocus, Recover"

A Publication of

Department of Education - National Capital Region

manyuskrip

This publication of DepEd-NCR is designed to provide a medium of individual expression and sharing of scholarly research outputs. The materials contained in its pages do not necessarily reflect the official views of DepEd-NCR for they are purely products of individual and group researches.

DepEd Vision

We dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation.

As a learner-centered public institution, the Department of Education contiuously improves itself to better serve its stakeholders.

DepEd Mission

To protect the right of every Filipino to quality, equitable, culture-based, and complete basic education where:

- Students learn in a child-friendly, gender-sensitive, safe, and motivation environment;
- Teachers facilifate learning and constantly nuture every learner;
- Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen; and
- Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

Core Values

Maka-Diyos
Makakalikasan
Maka-tao
Makabansa

Table of Contents

Editorial Policy

This policy stipulates the guidelines in the publication process of research journal of the Department of Education - National Capital Region. Purposely, it adopts and adheres to the standards and requirements set forth in the prevailing research and publication ethics, and other various DepEd issuances. Thus, this is formulated on the consensus of the Regional Research Committee and the Editorial Board.

Review Process

Review is an integral responsibility that can make or break the success of the publication and other author-contributors as well. The review process starts shortly after the evaluation of the submitted manuscripts. In this process, reviewers/ editors are bound to make decision whether to fully accept the manuscript or provide a layer of chance to accept contingent upon revisions. Through, reviewers or editors may reject the manuscript with option to submit revised revisions, a straightforward verdict to fully reject the manuscript is also viable. Nonetheless, the review and evaluation process enable the author to augment the manuscript. In a nutshell, research journal at DepEd-NCR is processed in a multitude of ways to steer a review process that absolutely address the uniqueness of each manuscript.

The origin of the study identifies the level of governance where the review preliminaries shall take place. The DepEd Order No. 16, s. 2017 or commonly known as the "Research Management Guidelines" best explains the composition of the research committee to be established at each governance level. Stipulated therein also is the scope of responsibilities that the committee members have to execute. For the purpose of appreciation of the complete vertical flow of evaluation and review process, from school level up to regional level, the exposition of paces currently in practice is further elaborated.

Initially, research proposal is presented to the School Research Committee (SRC) for initial screening against the eligibility requirements. If failed, research proposal/s will be returned to the proponent together with the initial findings. If passed, rigorous evaluation shall then be performed

provided that the staff work for the research committee was completed. When necessary, the SRC may advise the coach to monitor and assist the researcher/s until the completion of the research. The SRC shall then endorse the proposals that passed the initial screening to the Schools Division Research Committee (SDRC) in the Schools Division Office (SDO).

All research proposals will be evaluated further and will be subjected to blind evaluation. The SDRC shall use the appraisal tool attached in the DepEd Order No. 16, s. 2017 to ensure that research proposals will be appreciated the same way it will be evaluated in the next governance level. However, a supplementary validated appraisal tool may also be used with it, in the vent that the committee pursues to evaluate in the view of specific context of interest for the benefit of the school. Schools Division Office or the public in general. A decision about acceptance, revision, or rejection will be sent to the corresponding researcher by the SDRC with the summary of findings signed by the head of the committee.

The SDRC may endorse the research proposal for funding to the Regional Research Committee with the complete documentary requirements and preliminary evaluation summary of findings – signed by SDRC heard and Schools Division Superintendent (SDS).

Retraction

The "manyuskrip" is accepted with the discernment that it is an original work, except for the related studies, literature, and articles. Any complaints that the Regional Office receives from the third party, found sufficient to establish a fact of violation of ethical measures and provided that the writer was notified and was given the chance to refute in compliance with the due process, the office of the board ensures the retraction of the paper. Editorial board has the right to issue a public retraction of the *"manyuskrip"* in question. Consenting the fact that violation had escaped detection in the quality assurance process, the retraction may come in the form of a note to be published in the next issue of the journal.

Conflict of Interest
The Journal will only publish articles after the authors confirmed through Memorandum of Agreement with understanding that they have

disclosed potential conflict of interest. Whereas, conflict of interest may stem in an array of circumstances and interpretations, the authors are expected to inform the editor of such conflict.

Guide for Authors

1. Structure the manuscript into specific section sin this order: Endorsement of SRC/DRC, Title, Author/s, E-mail address, Abstract, Introduction, Methods, Results and Discussion, Conclusions and Recommendations, and References.
2. Write in full acronyms in the title and if first time it was mentioned in the article.
3. Write in full the numbers from one to ten, except when used in tables and lists, and when used in unites of measurement, mathematical and statistical units.anuscripts in MS Word format must be submitted via electronic mail address, research.ncr@deped.gov.ph.
4. Make it succinct and must not exceed 7,000 words, single-spaced.
5. Pages, tables, and references must be completely numbered in sequence using Roman Numerals except for subsections.
6. Page layout and specifications of the manuscript: Page size: 8.5" x 11" (letter size); Side margins: Top and bottom 1.75" and right 2.00:; Abstract must be within 200-250 words, single-spaced text; and have at least five key words to describe the discipline of the study, concepts of the study, methods, key performance indicator/key result area, and data analysis.
7. Introduction section of the research design must clearly explicate the participants/ respondents, population and sampling, locale of the study, trends, issues, gaps, statement of the problem, scope and limitations, literature review, and the theoretical/ conceptual framework.
8. Methods section must expound the research design giving details about participants/ respondents, population and sampling, locale of the study, instrument/s used, data gathering procedures, ethical considerations data analysis.
9. Conclusions must concisely respond to the statement of the problem and to the objectives of the study as well. It must express the fact that it is not a replications of the result and discussions of previous studies and that the decisions are construed from the findings of the study itself.
10. Recommendations must contain the actions that future researchers might

take as a result of the study. A well-thought out set of recommendations stated in the rationale or significance of the study section should be aligned to the benefactor's agenda.

11. Include the endorsement letter from Schools Division Superintendent, Principal, sample research instrument/s financial statement and statistical matrix (if there is any) in the appendices.

12. Use the American Psychological Association (APA) Manual latest edition format in citing the literature and references.

Authors of each "manyuskrip" featured in this Research Journal are the sole accountable for all the contents in cognizance to the exactitude of the facts, statements, and sources cited.

Message from the Office of the Vice President and Secretary

Assalamualaikum.

Let me congratulate the Department of Education - National Capital Region for successfully bringing our the DepEd NCR Research Journal Volume VI.

With the theme "Reconnect, Refocus and Recover," this journal aims to provide timely ideas that help refresh, expand and align the critical minds of our institution to our goal of building a more resilient, inclusive and quality education.

I strongly encourage education researchers and visionaries to find ways to move forward and steer our post-pandemic recovery with authentic contexts and research-based information.

May your scholarly dedication help us improve our basic education curriculum and learning outcomes.

Patuloy nating mahalin and Pilipinas.

Shukran. Maraming salamat.

SARA Z. DUTERTE
Vice President of the Philippines
Secretary of the Department of Education

Message from the Office of the Regional Director

— △ —

As another year ushers modern generation in the field of education and research, I would like to express my sincerest gratitude to every research enthusiasts and to the DepEd - NCR Research committees for another successful Research Journal that aims to cater scholarly research outputs.

I can proudly say that research is still and became more advanced and progressive which is now truly valuable to our current situation. In accordance with that, the accumulated diverse studies from various researchers will provide into how research is constantly improving as it promotes the theme Manyuskrip: "Reconnect, Reform and Recover". This research journal strives to communicate and share the findings of a study for the readers and learners to have access to reliable sources that ensures in-depth understanding. Moreover, this journal signifies the progressive performance of our educators within the region, they surely thrive in showing such attributes of resiliency by producing accessible and quality academic materials to students, policy makers, and fellow educators. Promoting fairness and integrity by following research ethics.

Once more, I would like to send my appreciation to everyone who significantly contributed to this journal. May this shared knowledge be an effective instrument for both educators and learners.

WILFREDO E. CABRAL, CESO III
Regional Director

Message from the Chairperson

My warmest greetings and felicitations to the education & development workers, research enthusiasts, and the DepEd-NCR Research Journal Technical Working Group for coming up with this timely Manyuskrip: The Department of Education – National Capital Region Research Journal.

We are truly blessed in DepEd-National Capital Region for having a viable and conducive research culture in the midst of challenges and changes happening in the current educational landscape. This research culture covers our local school and education communities' behaviors, values, expectations, and attitudes, which enables our research ecosystem to blossom and progress toward the continuing quest for quality and relevance.

This year's theme of Reconnect, Refocus, and Recover is deeply aligned with the three crucial themes for post-pandemic research and policy as Yiu, Macon-Cooney, and Fingerhut (2021) theorized: the dialectic between modern and conventional methodologies, the tension between centralized and local decision-making, and cross-disciplinary, sectoral, and international collaboration. In these themes, future, researchers, education leaders, and policymakers will focus on these topics which will help link our education, health and well-being, policy, academic, and technological systems to ensure improved systems for all.

I therefore urge you to continue to pursue worthwhile research endeavors in making this world a better place to live in, and the education to be as relevant and authentic as possible. As our generation

of researchers, you carry the hopes of our citizens on your shoulders, most especially those aspects in the education context. Your research endeavors and actions will surely help us to carry on. Moreover, instead of viewing this research success as a mere honor and privilege for your career advancement, you should view it as a challenge to be an exemplary public servant and a role model in the Department — a living inspiration — of what our beloved DepEd-NCR can be at its best. I hope you take this matter seriously and will continue to carry on.

Continue to have faith that you will serve as our inspiration in promoting research culture at the Department, and in giving data-driven and evidence-based policy decisions for the sustainability of our ardent desires and great aspirations. Let us unite as proactive public servants and education workers who will fight to ensure for quality, accessible, and relevant education, for this is the key to a successful future.

Again, congratulations and Mabuhay!

RITA E. RIDDLE, CESO V
Chairperson, Regional Research Committee
Schools Division Superintendent
and Concurrent Officer-in-Charge
Office of the Assistant Regional Director

Message from the Editor-in-Chief

Warm greetings to the public school teachers, researchers, and research committees of DepEd NCR who have given valuable studies for the 2022 publication issue of DepEd NCR Research Journal, "manyuskrip"!

I would like to express my sincerest gratitude to the stakeholders who wholeheartedly participated in the manifestation of every published study. I was inspired by your faith in the power of research to continuously improve the education system even during the health crisis and recovery period. This highlights the quality of established research as part of the proactive learning culture in the entire Region.

The resounding success of this journal showcases the array of strategies, innovations, and interventions that are responsive to the pillars of the Basic Education Development Plan 2030. Each abstract is packed with hefty literature worthy of reflective reading and insightful adoption. This is a great reflection of the DepEd NCR mantra as it sustains a legacy as rich as excellence.

We encourage everyone to read, advocate and adapt the intervention in support of learning continuity and recovery plans. We are looking forward to a transforming organization with better learning outcomes.

DR. WARREN A. RAMOS
Editor-in-Chief
Chief, Policy, Planning and Research Division
DepEd-NCR

Message from the Regional Research Coordinator

———————— ⌂ ————————

Greetings to all our research enthusiasts! I know that doing research is not an easy task, especially in the sudden change of our usual activities due to the pandemic, but God planted in your heart the eagerness to continuously pursue worthwhile research for the benefit of our learners.

This regional research journal, Manyuskrip 2022, with the theme "Reconnect, Refocus and Recover" is our means to showcase our teacher-researchers' great works in their playing field. They showed here how they were reconnected with our learners in these trying times, what strategies they did to refocus from the old normal to the new normal, and how our teacher-researchers as they recovered as they implement blended learning strategies.

Congratulations to all our researchers! Huge thanks to all our Regional Research Committees for contributing your time in the research management efforts of the entire Region. Heartfelt gratitude as well is given to all our Schools Division Research Committees who are very passionate in assisting and guiding our teacher-researchers. Thank you also to all our very supportive School Heads, without them, our teachers would have had a hard time. All your efforts will soon be rewarded!

I would like to encourage you to continuously aim for innovation and success in the field of quality and relevant education. Innovation needs to be part of our culture. Again, congratulations to all and get ready for another research opportunity this 2023!

VERGEL JAIRUS J. EMAS
Regional Research Coordinator
Education Program Specialist II,
Policy, Planning and Research Division

RESEARCH ABSTRACTS

ACCESS

ABSTRACT

**Project HEAR (Heuristic Encounter with Learners At-Risk):
An Intervention Program**

Orlando S. De Guzman, SH
Merriam R. Toling, T III
Allan F. Bonifacio, T III
Bagong Lote Elementary School
Schools Division Office of Malabon City
2022

It was evident despite the efforts and hard work of the School administration and faculty that there was a tremendous increase in learners' dropped out rate during the school year 2020-2021. The finding was based on the data provided by Bagong Lote Elementary School Basic Education Information System. The researchers of this study wanted to find out the demographic data and reasons for pupils' dropping out during such a school year, and to establish a connection whether the sudden change from face-to-face to modular distance learning had something to do with the case mentioned above. Moreover, the outcome of the study would provide the researchers to come up with an intervention program to achieve minimal dropouts or zero dropouts. Descriptive design and a simple statistical tool such as ranking, sample rate, and percentage were preferred. More so, to gather data, purposive sampling, survey method, and focus group discussions were utilized. Based on the gathered data, the majority of the respondents belong to below standard of living. School-related factor affects the learner at risk of dropping out due to the implementation of distance learning modality in the new normal setting. Also, family-related issues, personal health, and transfer of residency were major factors for the remarkable increase in the dropout rate.

Keywords: *learners at risk of dropping out, feedback / "kamustahan," home visitation, homeroom meeting, school head's counseling*

Reflection

Learners who are at an increased risk of not completing their education require the highest care and direction from both their immediate families and their teachers. Maintaining a steady flow of feedback between the home and the classroom is really important. During class time, there should be strict adherence to the practice of taking roll calls of all students. Likewise, it has been shown to be useful to make home visits whenever the need arises. In addition, it is important to keep a close eye on whether or not these learners' at-risk will have a change in place of residence. In certain circumstances, the principal of the school confers appropriate and pertinent guidance and recommendation upon the parents of the students in order to forestall the unfavorable action of withdrawing from the educational program.

ABSTRACT

Project 3I's (Identification, Intervention and Intensification): An Approach to Reduce Drop-Out Rates Among Junior High School Students

Nenita J. Rivera - Principal
Dolly R. Marcelo - Master Teacher I
Ragine Fhel R. Esguerra - Teacher I
Schools Division Office of Malabon City
July 2022

Performance indicators were used to test and evaluate the efficacy of the learning modalities adopted at the outset of the Covid 19 pandemic. One of these Key Performance Indicators (KPIs) is the dropout rate. In the past two years, the school dropout rate has an increment by 3.39%. This data led to the realization of this study that aimed to determine the effectiveness of the school's intervention program in reducing the school dropout rate. It employed the descriptive research design in a quantitative method in identifying the effectiveness of Project 3 I' among the 53 Junior High School students who were identified as Learners who were At - Risk of Dropping Out of School (LARDOS). A combination of Google Forms and a Pen-Paper survey checklist were used to gather data from the respondents. The results revealed that most of the students which were identified as Learner at-risk improved with the help of interventions under Project 3I's. The intervention program was able to save 39 or 74% out of the 53 identified LARDOS. It was also found that when the process of identification, implementation of the intervention, and intensification the intervention would give a positive result. Therefore, the school programs linked to assisting the LARDOS should have a specific process of implementation so as to achieve the best possible results. Moreover, the study recommended that there should be a standardized criterion in identifying or considering LARDOS, and interventions should not only be implemented but intensified to achieve the objective of reducing dropouts and helping the students to be engaged in finishing their studies and acquiring lifelong learning.

Keywords: *Project 3 I's, identify, intervene, intensify, learners-at-risk*

Reflection

After conducting Project 3 I's the researchers come up with some realizations. It is realized that in conducting programs and projects in school, following the process is essential to its success. Setting criteria, provisions of tools, and proper guidance and technical assistance should be given to teachers who are implementing the program. Intensification of interventions to be implemented, proper planning, orientation, and equipping the teachers with the process of implementation should be addressed. It is important to maximize the

activities correlated with the program in order to have a better result. Collaboration and brainstorming are important keys to achieving success. School heads, non-teaching, and teaching staff should work together and be involved in planning, reviewing, and monitoring. The involvement and cooperation of the stakeholders should be emphasized as they are part of the building blocks of the learning process of every student. Quoting the old adage "It takes a village to educate a child" affirms our school's commitment to be an integral part of educating the learners that are entrusted to us. We shall be actively coordinating with all the stakeholders who in any way can help us build a bridge for our learners to overcome and cross the learning gaps and make them productive members of society.

ABSTRACT

Lingap Intervention Program:
Effects on the Class Performance of Learners-At-Risk of Dropping Out

Melinda C. San Pedro - Principal IV
Arlene E. Mendoza - Master Teacher I
Maria Cecilia L. Lomibao - Teacher II
Schools Division Office of Malabon City
October 2022

This study was conducted to determine the effectiveness of the implementation of LINGAP in the school and its effect on LARDO's school attendance. The study employed a one-shot case study design method of research. The data were gathered from the second quarter period. Findings revealed that the monthly attendance records of all 110 LARDO pupils had improved after the implementation of LINGAP. The classroom attendance of the LARDO escalated by 19.62%. It was recommended to intensify the implementation of the LINGAP to achieve 100% engagement and improve the attendance of the LARDO to ensure that none of them would drop. A clear plan for early intervention to help identify students who are at risk of dropping out was also advised. A technical working committee that regularly profiles students, evaluates risks and tracks the LINGAP program's success should be established by the school in order to guarantee LARDO attendance and perform home visits as needed. Additionally, it was suggested that the School-Based Feeding Program (SBFP) be included in the LINGAP improved program to help meet the requirements of students who are undernourished.

Keywords: *academic performance, LARDO, drop out, intervention program, attendance*

Reflection

   With the initiative of project LINGAP which stands for Linking Interventions for Nurturing and Guiding Pupils at Risk of Dropping out, Malabon Elementary School was able to determine several intervention programs that will help learners at risk of dropping out to continue schooling. These intervention programs were linked together to help reduce the number of LARDOs. These include the involvement of the feeding program, guidance department, teachers, community(barangay), and parents. The standardization of home-visitation procedures also helps learners and teachers in the process while adhering to the IATF protocol.

Because LINGAP has been successful in reducing the number of LARDO, it is now being implemented in all grade levels throughout the school. The standardized procedure for home visits and monitoring was strictly followed. Since LINGAP was designed during the pandemic, it can still be continued even during the resumption of Face-to-Face classes, to ensure that no child is left behind.

QUALITY

ABSTRACT

Utilization of an Enhanced and Modified Reading Material in Developing Reading Skills in Filipino for Select Grade One Learners

Mayvell N. Cordova
Special Education Teacher I
BERF
March 2020

Teaching reading to young learners is one the most challenging tasks teachers encounter every year. Teachers need to employ different strategies and methods in teaching learners to read both in native and English languages. They also utilized different learning materials that can help in developing learners' skills in reading. The study was done to look on this learning material that can be utilized as a starter and gives a jumpstart in reading in Filipino for grade one pupils who are just starting to read and may have difficulty learning to read. The purpose of this research is to assess the effectiveness of the modified and enhanced learning among beginning readers in Filipino and to help in developing and enhancing their reading skills. Bungabong learning material is an old material that the researcher tried to revise and somehow modified and utilized in teaching grade one learners to read in Filipino. It was originally made in black and white versions and the researcher made some revision and made it more colorful. The implementation scheme was carefully constructed in consideration with two important aspects in the whole education process; the type of learners and the learning style of the learners. The outcome of the study showed that the enhanced and modified learning material helped in teaching reading in Filipino for grade one learners. It indicated a positive result as it can be an effective starter in helping children to read and combine phonemic sounds of the letters and eventually read syllables, words, phrases and sentences. Furthermore, the approach has been found out to be a good instrument in teaching how to read simple Filipino dolch list.

Keywords: *Bungabong Approach, reading skills, starter, dolch list*

Reflection

There can be different learning materials that teachers can use as an aid in teaching reading to the learners. These materials help the educators to smoothly do their task of inculcating the habit and skills of reading to all learners who are ready to learn to read and even those having difficulty learning to read. This enhanced and modified learning material utilized by the researcher is one of those tools than can be of help in developing reading skills and sustain the ability of the learners to read. It is a good tool in enhancing the reading skills of the learners in reading in Filipino.

ABSTRACT

Reading Journal a Tool to Improving the Reading Comprehension of Grade 4 Pupils In Soldiers' Hills Elementary School (S.Y. 2019-2020)

Ma. Myra E. Namit
Master Teacher I
BERF
March 2022

Some English Teachers observed that whenever the lesson is on reading, there are pupils who have difficulty in answering the literal questions that are directly stated in the passage. They could not even make inferences about things not directly stated in the text. Others have difficulty recalling previous knowledge, which they can use to increase their reading comprehension. It is undeniable that lack of comprehension is a serious problem among our pupils.

This action research was conducted to improve the reading comprehension, through a reading journal, of Grade IV pupils in Soldiers' Hills Elementary School for the school year 2019-2020. The intervention was conceptualized and implemented because of the unsatisfactory reading performance of the pupils as shown in the results of PHIL IRI Group Screening Test (GST) and pretest. The Reading Journal served as notes of the pupils' reaction to the story they have read. Through journal writing, pupils' comprehension improved. They learned how to compose their own entries using their prior knowledge and experiences. It helped them make connections between their own readings and their own writings. This is a powerful way of building understanding and it helped create a strong foundation in terms of literacy skills. The research subjects were the pupils of Grade IV in Soldiers' Hills Elementary School for school year 2019-2020. Pupils were categorized based on the Phil-IRI standards. The pupils' word recognition and comprehension ability as well as his/her reading speed are informally assessed quantitatively and qualitatively through stories and passages. Survey questionnaires that were answered by parents; face to face interview with the pupils; records of formative tests; teacher made reading test validated by the English teachers and coordinator of the school; and the pretest and post test results of Phil-IRI were used in gathering the data. The mean scores of the pretest and posttest were compared. To know if this difference is significant, the t-test for dependent variables was used at 0.05 alpha. The computed t - value of – 6.74 is greater than the p value of 0.0001 which merits the acceptance of the affirmative hypothesis. Results show that there is a significant difference between the pretest and posttest mean scores of pupils. The negative findings indicated that the value of one variable (pretest) was lower, and the value of the other variable (posttest) was greater. The findings implied that the intervention strategy – the Reading Journal method was effective in improving the comprehension level of the pupils. Furthermore, it is recommended that educators should utilize the intervention in

different settings.

Keywords: *assessment, comprehension, journal, reading, writing*

Reflection

Teaching reading comprehension to pupils is a bit challenging endeavor. You must compete with the different distractions surrounding the child like social media, online games and the like. It needs more effort, patience and perseverance to pursue and attain the goal that you want to achieve. But with the help and cooperation of the parents in monitoring their children at home, this study became successful. Reading journal became an avenue for the pupils to improve their comprehension, express themselves in writing, thus, making them creative writers, as well as develop their love for reading. The main purpose of this study is to see the improvement of pupils in their reading habits and comprehension skills and I think as the proponent of this study, I was able to accomplished this goal.

Mathsketball: An Intervention in Teaching Operations on Integers to Low-Performing Grade 10 Students of Las Pinas National High (School S.Y. 2019-2022)

Romano F. Palisoc Jr.
Jeanette J. Ruga, SST II
Nelissa B. Monserrat, MT II
BERF
May 2020

LAC Sessions of Mathematics' teachers of Las Piñas National High School revealed that operation on integers is one of the least mastered skills from lower level to Grade 10. This led to poor performance of students in higher mathematics. In fact, the MPS of Grade 10 students of LPNHS during the first quarter of SY 2018-2019 is 40.26% . During the re-teaching of the lessons which were about sequences, Grade 10 teachers observed that the students had a hard time evaluating and understanding signed numbers.

To improve academic performance and perception of students towards operation on integers, the researchers introduced Mathsketball which is a portmanteau of the words Mathematics and Basketball. It is an outdoor intervention which uses operations on integers to score successful field goals in a basketball game. It is also played by two teams wearing jersey with integral jersey numbers which are -9, -7, -5, -3, -1, 1, 2, 4, 6 and 8.
All grade 10 students of Las Piñas National High School were given a diagnostic test to determine the 60 low-performing male learners. The learners were randomly divided into 2 groups, each composed of 30 learners. Group A participants were

given remediation through worksheets and re-teaching while Group B participants played mathsketball. They were also given worksheets to prepare them in playing mathsketball.

After the intervention, a posttest was administered to the 60 learners. The results showed that both intervention were effective in improving the skills in operation on integers but when means of the two groups are compared, Group B (Experimental) performed significantly better than Group A. (controlled). The study also revealed that mathsketball made positive impression to the learners. The interview also revealed how happy learners are during the intervention which made them attend all sessions consistently.

Keywords: *activity-based, basketball, integers*

Reflection

In the execution of the intervention, the researchers observed how one intervention could affect several students in different situations. For instance, during a session of mathsketball, the mathematics club officers were the ones listing the scores or serving as a committee. These students were not really inclined to sports but good with math. On the other hand, the low-performing grade 10 students were good at basketball but had difficulty learning integers. Mathsketball was able to invite two groups of students, the Math Club officers and the low-performing students. Each performing a different job and moving towards different goals but working together in a single activity-based learning. Mathsketball provided an opportunity for the math club officers to be immersed in the world of sports and realized how exciting the game was, also it provided opportunity for the low-performing students to study integers in a fun and exciting way.

The researchers realized that having this kind of activities in the school make learning more relevant. Mathsketball did not only teach integers but it also taught perseverance, collaboration, teamwork, sportsmanship, critical thinking and leadership to students. The researchers observed how the series of games changed students not just academically but also personally.

ABSTRACT

The Use of Kahoot!: A Game-Based Learning Platform to Improve the Academic Performance of Grade 8 Students in Mathematics

Erros Josephus M. Gutierrez
Teacher III, Navotas National High School
2020

The use of technology in the classroom is considered one of the most up-to-date innovations in any school. In this 21st century, learning resources and various applications are available to maximize the teaching and learning process. In any classroom setting, students' lack of motivation and interest in the subject may affect their academic performance. To address these challenges, teachers must innovate their teaching practices to make learning fun, engaging, and motivating. This study aimed to improve the academic performance of Grade 8 students in mathematics through a game-based learning platform known as Kahoot!. In this study, the researcher used a quasi-experimental research design. Two heterogeneous classes were randomly selected and assigned as experimental and control groups. The researcher used students' weekly and periodic test scores to measure students' academic performance. The data were statistically analyzed using a mean and independent-samples t-test to compare the mean scores of the two groups and to test for any statistical significance. The experimental group received instruction using the conventional teaching approach with the incorporation of Kahoot! The control group underwent the same pacing and lesson content using the traditional teaching approach. The study revealed that using a game-based platform like Kahoot! can help increase students' academic performance significantly. The group who used Kahoot! performed better in the test than those who did not. The use of Kahoot! in the teaching and learning process has a positive impact on students' engagement and academic performance. Teachers are encouraged to integrate Kahoot! as part of their daily classroom activity or as a tool to promote students' engagement outside the classroom.

Keywords: *Kahoot!, game-based learning, quasi-experimental, academic performance*

Reflection

The researcher realized that using online and game-based activities is a bit challenging but an enjoyable task. Challenging, because the internet connection is not available to everyone inside the classroom. Enjoyable, because students find the activity engaging, fun and promotes collaboration among them. The preparation of the activities does not only require time and effort but also creativity in ensuring that questions are timely, relevant, and relatable in real-life. Though, there were challenges encountered like intermittent internet connection,

but students' positive reception towards the intervention made the study worthwhile. Furthermore, the intervention helped improved students' confidence and enthusiasm in learning. As a teacher, using Kahoot! and other game-based learning platform in the teaching and learning process made sure that nobody is left behind.

ABSTRACT

P.L.A.N 7-11 In Improving Reading Comprehension of Academic Texts

Maria Rhea M. Pelayo
Master Teacher II
Schools Division Office of Valenzuela City
November 2020

The purpose of teaching is to trigger the learners' interest to actively engage in the teaching-learning process. It is every teacher's utmost desire to empower each learner by honing him/her to be self-directed learners; however, this will never be possible if the learner finds it difficult to comprehend the academic reading materials they need to read for them to grasp concepts, ideas and information. The focus of this study was to determine the effectiveness of P.L.A.N 7-11 in Improving Reading Comprehension of Academic Texts. The study utilized the action research design to test the effectiveness of P.L.A.N 7-11 in Improving Reading Comprehension of Academic Texts. The participants were composed of thirty (30) selected grade 12 ABM students who were classified under the frustration level based on their standardized reading pre-test results. The data showed that there was a significant difference between the pre-test and post-test mean results of the participants in this reading intervention. The mean score of the reading intervention group in the post-test was statistically higher than in the pre-test. The participants manifested their perception of the use of P.L.A.N. 7-11 based on the data yielded from the Likert questionnaire which the participants answered. The data revealed that the participants generally agreed that the P.L.A.N. strategy used during the 11-day intervention helps them build their understanding of the reading materials used during the sessions. All items in the questionnaire received favorable response from the participants. This signifies that as perceived by the participants, the use of the strategy helped them in improving their reading comprehension skills. The results of the study clearly indicated that the P.L.A.N.7-11 improved the reading performance of the students. The students manifested their positive perception of the use of the strategy by signifying that they agree to the idea that the strategy helps them in improving their reading comprehension skills. The researcher recommends the formulation of a functional reading intervention program which will focus on developing not just the reading skills of the learners but also on enhancing their interest in

reading through meaningful and engaging reading experience through the use of the P.L.A.N. strategy.

Keywords: *P.L.A.N.7-11, PLAN strategy, reading comprehension, reading intervention, reading assessment*

Reflection

The global pandemic generated significant learning gaps nationwide and as we open the frontiers of Philippine education to embrace the "new normal" in the teaching-learning process, the goal of addressing these learning gaps become a paramount concern. Considering the effectiveness of the use of P.L.A.N. 7-11 in improving reading comprehension of academic texts, the module used for this study will now be incorporated in Project READI (Reading Enhancement Activities using Digitized Instruction) which is a reading program of Malinta National High School-Senior High for SY 2022-2023. This study led to the formulation of a functional reading program that will enable the learners to enhance their reading comprehension skills which will aid in the improvement of their academic performance. As we are challenged to meet where the students are now, having been away from the actual classroom learning experience for almost 2 years, the results of this study give valuable insights to the crafting of the reading program which will help our target learners meet the desired learning standards. The use of the P.L.A.N. strategy reinforces the idea that reading has to be an engaging experience where the reader has to find the value of the activity making the reader an active participant in the reading endeavor. With the end of producing more independent readers in the Senior High School in mind, this study paves the way for closer and more meaningful reading engagements that will respond to the needs of the learners in improving their comprehension of academic texts. The module used in the study will serve as the core of the Project READI which means that the reading program is structured to meet the target reading competencies and not the typical reading programs that ends up with just providing reading materials for the learners to answer. This study emphasized the value of structuring the school's reading program to make it functional and effective.

ABSTRACT

Simulated Learning Activities with Concept Mapping Assessment: A Remediation Strategy for Grade 10 Students

Noel V. Potenciano
Master Teacher II - Mathematics
BERF
March 2020

Based on the 2019 BEIS report, Las Pinas North National High School (LPNNHS) has had the highest number of repeaters at 8.2% for the past three years. Based on the study, poor foundation in math, the inadequacy of instructional materials, and lack of motivation were the primary reasons for the repetition of the students. To address the problem, the study was conducted to determine the effects of Simulated Learning Activities using Concept Mapping Assessment (SLACMA) during remediation for grade 10 students. This descriptive-experimental research focused on the evaluation of students' numerical foundation, motivational status, and understanding of new Mathematical concepts. Twenty (20) student respondents were used in a modular-offline-online mode of remediation delivery. The study used a pretest and posttest, a survey questionnaire, and a concept map assessment. The findings of the study concluded that there were significant differences (p-value = 0.000) observed between the tested variables. The respondents were highly motivated in terms of enjoyment in the activity, understanding of Mathematics concepts, and expected to do well in the mathematics remediation program. Generally, SLACMA was an effective remediation approach in improving students' numerical foundation, motivational status, and understanding of new Mathematical concepts.

Keywords: *motivational status, numerical foundation, remediation program, simulated learning*

Reflection

This research provides a framework to decrease the number of repeaters by addressing the poor foundation in math, inadequacy of instructional materials, and lack of motivation. Reflecting on content, process, and premise is a significant part of action research. The practitioner identified that the implementation of the SLACMA was properly applied, monitored, and evaluated the problem, the intervention, the analysis, and successfully conducted based on the research outputs and achievement grades of the students. It was proven that SLACMA as innovation, intervention, and strategy in teaching Mathematics enhances the students' performance in Mathematics and develops the 21st Century skills of the students.

For future research and actions to be taken, it was reflected to pursue a similar study and provide more seminars and workshops on how to develop

quality simulated learning activity materials applying the concept maps in assessing students' achievement.

<div align="center">⟁</div>

ABSTRACT

Teacher-Made Tactile Materials to Improve Mathematical Skills of Learner with Visual Impairment among Grade 4 learners of Alabang Elementary School

Bernadette C. Rellones
Master Teacher I – Mathematics
BERF
May 2020

Teaching Mathematics to learners with visual disability is one of the most challenging tasks teachers encountered in inclusion. There is a need for modification on the instruction to help them. According to Arter and Mason (2013), teachers need to be aware that the methods the learners with visual impairment use to obtain information from diagrammatic representations are quite different from those used by children who are fully sighted. The purpose of the research is to assess the effectiveness of created adaptive teacher-made tactile graphic materials for teaching mathematics to the learner with visual impairments. The visually impaired learner learns information through tactile graphics where she can feel the embossed lines and surfaces to get the same information that sighted get through looking at visualities. The participant in this study is a nine-year-old learner with visual impairment (totally blind) from Grade Four-Dagohoy under the inclusion program of Special Education. The method of triangulation was used in the collection of data such as interviews, assessment of student-participant, and evaluation of skills directing to the development of adaptive materials. In comparing the pretest-posttest accuracy, descriptive statistics were used. Data imply that the respondent improved her Mathematical skills after the researcher utilized teacher-made graphic tactile materials. The respondent registered a performance of 82.93 or a difference of 45% MPS from the pretest. The outcome of the study showed that the Teacher-Made Graphic Tactile Materials increased the performance of learner with visual impairment in Mathematics. It was concluded that it is not impossible to help learners with visual impairment overcome their difficulties in learning Mathematics Skills.
Keywords: *Tactile Graphic Strategy, Tactile Graphic materials, Visually Impaired*

Reflection

To avoid being excluded from all visual information provided to sighted people, visually impaired people must learn to use and understand tactile graphics effectively. This study has shown the researcher that learning Mathematics can be

effective only when the subject is made interesting by using instructional strategies that are appropriate for the learner's ability. The use of concrete and interactive instructional materials are crucial in achieving the desired learning goal. Teachers' prior knowledge on how to deal with visually impaired students, as well as their background in creating adaptive materials, enables them to think of the most effective strategy for delivering Mathematics instruction. The teacher must be aware of the students' condition and the implications for teaching, learning, and the classroom in general in this type of situation.

This study demonstrated that the teacher-created tactile graphic materials are effective in improving the Math performance of learners with visual impairment. It is also not an impossible task to assist this kind of learner in overcoming their difficulties with the assistance of the teacher and the parent. Perhaps, the worst-case scenario is when teachers and parents offer no assistance to a learner. Teaching with a heart and dedication is the key.

ABSTRACT

The Use of Electronic-Digitized Instructional Materials (e-DIM) in Improving the Mastery Level of Open High School Students

Ryan Romnick B. Sanchez
Master Teacher I, BBNHS
BERF
2020

This action research study was carried out to improve the mastery level in grammar using electronic Digitized Instructional Materials (e-DIM) of Grade 7 open high school students at Bagong Barrio National High School. In this study, the data were collected at Bagong Barrio National High School, Caloocan City to those who were enrolled in Open High School Program for School Year 2019-2020. The data collected were treated using Statistical Package for Social Sciences (SPSS) using the following statistical tools: frequency distribution, percentage, means, weighted mean and paired t-test. The findings showed that the student-respondents manifested a low mastery level on subject-verb agreement before the implementation of the e-DIM, but the overall mastery level improved from 5.63 to 11.75 with an interpretation of moving toward mastery after the intervention. The results showed that there was a significant difference or increase in the scores from the pretest (M=5.63, SD=1.77) and the posttest (M=11.75, SD= 2.52) conditions; $t (7) =-5.69$, $p = 0.001$. Therefore, the use of the electronic-Digitized Instructional Materials improved the mastery level of grade 7 students in grammar. Moreover, the student-respondents have shown a strong agreement with an overall weighted mean of 3.53 on the effectiveness of the e-DIM on their performance. The main recommendation based on the conclusion is that the electron-Digitized

Instructional Materials should be included in the School Improvement Plan for the schoolwide implementation. Teachers should also design grammar lessons which consider the learning styles and strategies, motivation an anxiety level of the students that will serve as an avenue for students to develop their grammar comprehension skills for them to become independent learners. Lastly, future researchers are encouraged to conduct another inquiry on the effectiveness of the Electronic-Digitized Instructional Material considering other variables not included in the study.

Keywords: *electronic-Digitized Instructional Materials, literacy competence, mastery level, open high school*

Reflection

The use of teaching aids both in printed materials, audio and of visual types are vital when it comes to the success of teaching-learning process. Modern teaching and learning demands that the availability of the needed materials and equipment, suitable and qualified teachers are essentials in ensuring the set objectives. The availability of the learning resources holds greater importance in enhancing better learning. The emergence of technology-based instruction, the electronic-digitized instructional materials (e-DIM) as designed for open high school students which is a localized and adaptive to their mastery level as an instructional intervention in improving literacy level of open high school Grade 7 students. The e-DIM aimed to cater the localized needs, and eventually to improve the mastery level of those students enrolled in open high school program as flexible learning option (FLO) of Alternative Delivery Mode (ADM).

As teachers, we must consider the learners as our priority in designing a lesson, more so in selecting, designing, and implementing learning resources that are suitable to the learners' needs and abilities.

ABSTRACT

Self-Instructional Modules (SIMS) An Instrument to Improve Mathematics Performance of Select Grade 5 Learners

Essan Mae D. Balmeo
Teacher III
December 2020

The Learning Continuity Plan of the Department of Education ensures the health, safety, and well-being of the learners, teachers, and personnel while finding ways for education to continue amidst the Covid-19 pandemic. Teachers continue to adopt to curriculum adjustments, various modalities of delivery and alignment of learning materials such as the use of self-instructional modules (SIMs).

The purpose of this classroom action research is to find out the impact of self-instructional modules (SIMs) in enhancing understanding in Mathematics of selected Grade 5 learners at Buli Elementary School. This study employs experimental research design in which a set of questionnaires is used in the pretest and posttest. This study also uses the descriptive survey method of research to determine the value of using SIMs, particularly learners' perceptions on using SIMs in learning Mathematics as basis for intervention program. The analysis result of the pretest shows no statistically significant difference, which in turn proves the equivalence of the two groups. The pretest and posttest results show that there is an improvement on the pupils' achievement in Mathematics. The gain scores of the experimental group are greater than the gain scores of the control group. This implies that the treatment applied to the experimental group is more effective than the control group. Therefore, the use of SIMs is an effective tool in improving the academic performance in Mathematics of selected Grade 5 learners.

Keywords: *modalities, learning materials, self-instructional modules, enhancing understanding, tool, academic performance*

Reflection

Despite the devastating effects of the epidemic, the educational system has proven to be flexible and robust. Teachers discover strategies to carry on with the teaching and learning while continuing to try to stop the infection from spreading. In this regard, it is crucial to characterize the new norm and choose the teaching-learning approaches and interventions that will make the shift to remote learning easier. By making it simple for them to quickly discover and choose the appropriate materials for each class, the correct tools can reduce the amount of time teachers spend preparing lessons. Better learning results from the teachers' assistance in the learners' processing and self-evaluation. The learners must then be given resources to process the material and keep track of their own knowledge.

Every teacher has the problem of offering worthwhile educational experiences at a distance, whether the medium is printed or digital. Many of us are unfamiliar with it, and as a result, our habits have already changed. Learning is still feasible while taking precautions for the safety of educators and students since there are various learning modalities, such as self-instructional modules, that may be employed to facilitate efficient learning.

ABSTRACT

Learners' Academic Performance on Purely MDL-Printed and on ODL+MDL-Printed: A Comparative Analysis

Roderick D. De Leon
School Principal II
Luis Francisco Elementary School
Lea Q. De Leon
Teacher III
Malinta National High School-Senior High
Schools Division Office of Valenzuela City
March 2021

The COVID-19 significantly affects the Department of Education, particularly on the delivery of education. The paradigm shift in the education landscape has forced stakeholders to jump-start change. A sudden shift in the delivery of learning is undoubtedly evident in all schools throughout the country and across the region. The abrupt shifting of learning modality from face-to-face to distance learning (Modular Distance Learning (MDL) using self-learning modules, and Blended Learning - a combination of Online Distance Learning (ODL) and MDL) in which education leaders and teachers are compelled to act on it. This study aimed to determine the comparative analysis of academic performances of learners engaged on purely mdl-printed and on ODL + mdl-printed amidst the COVID-19 pandemic. It employed the mixed method (Creswell, 2013) with descriptive and qualitative phenomenological research design. It descriptively examined the academic performance of the learners, and the qualitative data were derived from the experiences, challenges, and recommendations of the participants engaged on the Purely MDL-Printed and ODL + MDL-Printed modalities. The study found that learners from Blended Learning engendered higher academic performance than those engaged on Purely MDL-Printed, Further, it was recommended that parents of learners engaged on Purely MDL-Printed learning modality should encourage to shift on Blended Learning (ODL + MDL-printed). Allot time for home visitation and equip the parents with the content and technological knowledge through online "Kumustahan", or through phone calls to guide them for home learning facilitation. The school should

design a program as to the mental and socio-emotional well-being of the parents, learners, and the teachers. Allocate fund for hiring para-teachers to assist learners and parents engaged in home-based learning. Strengthen partnership with the external stakeholders such as the private sectors, LGU, business establishment, and non-government organizations through Adopt-A-School Program to seek assistance for the provision of the materials, equipment, gadgets, internet/call/text loads to be used on distance learning. 5. The development of the enhanced learning delivery modality scheme, "ONBOARD" in this new normal was highly recommended to be undertaken by the school.

Keywords: *enhanced learning delivery modality, experiences and challenges, pandemic, COVID-19, academic performance, ONBOARD*

Reflection

A suggested enhanced learning delivery modality was designed based on the experiences, challenges, and recommendations of the participants, dubbed as ONBOARD (Override the New normal with Boundless Opportunities in Augmenting Responsive Delivery of learning). It focuses on improving the academic performance of learners amid the COVID-19 pandemic; capacitating the teachers, parents, and learners on the learning delivery modalities in the new normal to ensure effective learning; constant communicating with the parents either online, onsite, phone call to engage them as the facilitators of learning at home; providing enough time and setting-up agreed schedule for distribution and retrieval of self-learning modules, and submission of learning output; providing functional and productive mental well-being and socio-emotional activity to thrive in the new normal; assisting the parents in structuring a more conducive learning space at home; and empowering the SGC and the PTA to ensure safe, motivating, and conducive learning environment at home.

ABSTRACT

Math C-ries (Series): An Interactive Digital Learning Tool to Improve the Mastery Level on Problem Solving involving Permutation and Combination of Grade 10 Learners

Marlon V. Baquillos
Teacher I
Justice Eliezer R. Delos Santos National High School
BERF
November 2021

This study is a survey that intends to investigate the implications of Math C-ries (Series) among Grade 10 learners of Justice Eliezer R. Delos Santos National High School. In order to find out the effect of using the Math C-ries (Series): An interactive Digital learining tool to improve the mastery level on problem solving involving permutation and combination of grade 10 learners, the researcher used the teacher-made pretest/posttest to determine the effectiveness of the utilization of the Math C-ries on students' learning performance. In addition, this study identified the difficulty of learners on problem solving in Mathematics. A quasi-experimental research design was adopted, the respondents are this study in 25 selected grade 10 learners whose grades in the Mathematics are below seventy-five(75). The selected students underwent 5 sessions of online classes using the Math C-ries (Series). Teacher-made pretest and posttest were the instruments utilized in the study. An analysis on the students' mean scores from pretest to posttest revealed that there was a statistically significant increase in their performance after the utilization of Math C-ries (Series). This is a positive indicator of the improvement of learners' mastery level upon using Math C-ries (Series) as a digital learning tool. The researcher also discovered that the utilization of Math C-ries (Series) helps learners effectively in learning Problem Solving involving Permutation and Combination. The findings of this study provided evidence that the use of Math C-ries (Series) as a digital learning tool enhances learners understanding on Problem Solving involving Permutation and Combination.
Keywords: *Math C-ries, Digital, Problem Solving*

Reflection

Much has been written about the benefits of digital comics. The integration of Math C-ries (Series) in online learning is one of the most effective ways to assist the students' and more so, make them learn the concepts of the lesson. The conduct of this action research has been a wonderful experience on the part of the researcher. This has opened the eyes of the researcher as to how a learning material could affect students' learning specially in this time of distance learning. Moreover, the researcher was also delighted to see the reactions and smiles on the

face of the students while using the Math C-ries (Series) during online class. It was wonderful to see the students enjoy the process of learning. On the other hand, the researcher also noticed some points to be considered in the utilization of the Math C-ries (Series). The researcher has observed the importance of being the facilitator of the learning process. This is to ensure that all members of the group make a significant contribution to their learning. Also, it is important to consider the time allotted for session. The Math C-ries (Series) should also undergo some revisions in terms of content and additional features so as to fit needs of the learners. As a whole, the researcher believed that the utilization of Math C-ries (Series) as part of the online distance learning process does not only promote the learning of the concepts but also creates an atmosphere where the students enjoy each other's company. Thus, the researcher highly motivates the teachers across other learning areas to try using this digital learning tool in their respective classrooms.

ABSTRACT

Knit Information through Technology in Cookery, Food and Beverage Services and Housekeeping for Work Immersion

Maria Julia D. Belolo
Master Teacher 1 – TLE/TVL
BERF
December 2021

Because of the sudden turn of events when pandemic hits the world, delivery for work immersion changes too. Planning effective work immersion delivery is very much necessary as face-to-face learning is suspended. The challenge on how to do work immersion amidst in-person performance has emerged. Thus, Knit Information through Technology in Cookery, Food and Beverages Services and Housekeeping for Work Immersion is proposed as this will offer the opportunities to be provided to learners to still be familiar with the workplace even during pandemic. Learners can also explore the avenues where they can apply their competencies in an available work-like environment for their output even in the absence of the tools, materials and equipment needed as they are just using what is available in the workplace though there are some tools and materials lent to them by the school. Mixed method research, a combination of qualitative and quantitative approach is used. Data are derived using survey questionnaires given to Grade 12 Technical Vocational Livelihood – Home Economics students via google forms. Skills needed to be mastered were listed to ensure that students will be able to master them. The research aimed to answer the effectiveness of the program in providing the well-thought delivery modality for work immersion involving skills needed to be mastered. As the study

covered three skills in Technical Vocational Livelihood – Home Economics' Cookery, Food and Beverage Services and Housekeeping with all three having NC II level qualifications once assessed, the study found out that most skills change to obtained a confident level which means that amidst pandemic, work immersion teachers were all able to strengthen the skills needed by the Grade 12 HE students just like how they should have learned in the pre-pandemic time. With the continued guidance of the work immersion teachers and best efforts to provide the necessary skills-strengthening objective of a work immersion, the study recommended for the continuity of the program if pandemic is still experienced.

Keywords: *continued guidance, continuity of the program, skills-strengthening objective*

Reflection

Work immersion at home would be a lot easier and enjoyable if they are provided with the necessary tools, materials, and equipment which they can experience if they are having their work immersion in a partner industry.

Continued guidance by the work immersion teachers is necessary to ensure that the learner will be able to perform the expected skills especially those hard one. Constant monitoring on their progress is vital in ensuring the development of the needed mastery of skills.

ABSTRACT

Utilization of the Localized Audio-video Instructional Material in Independent Learning of Phonetics

Jaderick N. Berosil
Teacher III
BERF
March 2021

Being able to speak with confidence is one of the reasons why students are encouraged to attend speech classes. Producing the correct speech sounds requires long period of practice and exposure to the English language. However, some public schools are not as advanced as the private institutions in terms of providing programs and activities as far as enhancement of speaking the English language is concerned. This descriptive research studied the effect of the utilization of the localized audio-video instructional material in independent learning of phonetics. It also tackled the problems encountered by the students with the use of the localized instructional material in learning the production of the speech sounds. Using Hashemian's Pronunciation Teaching Theories and Approaches (2011), data were obtained from 30 students of Mandaluyong High School, Mandaluyong City. The students were chosen through systematic purposive

sampling putting consideration on the availability of the steady online connectivity at home. The transcript of the students' digitally recorded assessments on production of speech sounds were analyzed and tabulated to determine their level of mastery in the production of speech sounds and to describe the effect of the instructional material as well on their speaking skills. Interviews regarding the problems encountered by the respondents with the use of the instructional material were also used to support the gathered quantitative data. Pre-test and posttest results revealed that the utilization of the instructional material improved the level of mastery of the respondents' production of the speech sounds. In the interview, the poor audio-video quality, and the "No teacher-learner" interaction were among the problems encountered by the respondents and were considerably the hindrances of learning.

Keywords: *Speech production, online learning, speech sound, audio-video instruction, localized instructional material*

Reflection

Philippines is ranked among the top English-speaking countries in Asia. Majority of its population are competitive not only in the written aspect of the language but also terms of the production of the sound. This is not a surprise since 10–15% of the global Business Process Outsourcing (BPO) market, which requires its employees to be communicatively competent, is based in the country.

Awareness of the production of the speech sounds makes one confident in speaking the English language. If an individual is introduced to the standard speech sound, he or she may likely secure an employment not only in the business process outsourcing field but also jobs which requires excellence in communication skills such as public speaking and the like.

ABSTRACT

Online Class Modality as Instructional Platform in Enhancing Mathematics Performance of the Select Grade 9 Students in The Delivery of Modular Distance Learning in Mathematics

Heidee B. Cana - Teacher III
BERF
December 2021

Due to the COVID-19 pandemic, students and teachers have been unable to participate in face-to-face learning inside the school. The Department of Education introduced Modular Distance Learning to ensure educational continuity and to continue to fulfill its mission and vision of providing quality education to every Filipino learner. This study determined the effectiveness of Online Class Modality as Instructional Platform in Enhancing Performance of the Selected Grade 9 Students in the Delivery of Modular Distance Learning in

Mathematics. The researcher utilized a quantitative-descriptive research design and the respondents were chosen based on the purposive sampling technique of the students learning through module and learning through online class. The Online Distance Learning group was exposed to integration of gamified exercises and application techniques in teaching the most essential learning competencies in mathematics and the Modular Distance Learning group was exposed to modular approach in the first grading. A constructed and validated 50-item of pre-test and post test was administered to two groups of students. Based on the data gathered, analyzed and interpreted, the results showed that there is a significant difference in the mathematics performance of Post Test results between the students learning through module and online class. ODL group achieved higher performance in the modular distance learning in mathematics. It is proposed that mathematics teachers design and integrate appropriate activities to engage and enhance mathematics understanding by having students' practice, solve, and perform through online gamified exercises and applications. This may assist students in making connections between mathematical skills and concepts.

Keywords: *modular distance learning, gamified exercises, application techniques, academic success*

Reflection

Action research is essentially a cycle of action and research to improve performance. It is a systematic method by which a practitioner conducts a study to solve a problem. In a nutshell, a teacher discovers a problem in the classroom and attempts to solve it by taking corrective actions. While carrying out these actions, he or she conducts a study to assess their effectiveness and make improvements based on the findings. So, action research is a cyclical process of taking several actions to improve something, and taking additional actions based on the study's findings. To conduct effective action research, the researcher learned that everyone must be passionate, and committed to understanding the entire process. It is more than just collecting and analyzing data; it is also about using the information gathered to make more sense and apply the results of the research implementation. Conducting action research allows the researcher to learn new things, read various studies and literatures related to the study. The journey of conducting the action research was not easy; there were some challenges encountered, such as the need to submit simultaneous reports but it was successful thanks to parental support for the students and assistance from colleagues.

ABSTRACT

Kabisaan Sa Gabay Pagkatuto sa Pagbasa ng Ikapitong Baitang ng Paaralang Sekundarya ng Maypajo Gamit ang Interaktibong Instruksyon (Online) sa Bagong Normal

Leo L. Cantillang, Ed.D. - Master Teacher I
BERF
March 2021

Isa sa mga salik o dahilan na napansin sa mga mag-aaral mula sa ikapitong baitang ay ang kahirapang komprehensyon mula sa mga tekstong pampanitikan na bahagi ng kanilang markahang pagsusulit na mula sa inaasahang kompetensiya na kailangang matamo ng mag-aaral sa gabay pagkatuto. Isa sa mga estratehiya na kailangang tugunan sa suliranin sa pagbasa ay ang interaktibong instruksyon sa ilalim ng online sa bagong normal. Ang interbensyong ito ay makatutulong sa mabilis na pag-unawang komprehensyon sa inaasahang kompetensiya ng mga mag-aaral sa ikapitong baitang na umaalinsunod sa napapanahong kurikulum. Upang lubos na maunawaan ang resulta ng kabisaan sa gabay pagkatuto sa pagbasa ng ikapitong baitang ng Paaralang Sekundarya ng Maypajo ay gumamit ng pagdulong na Interaktibong Instruksyon sa tulong ng online bilang pagtataya. Ang mga kagamitan sa pag-aaral ay saklaw lamang ang unang markahan na gagamiting pagtataya ang 1. Panimula (Pre-Test), 2. Panapos (Post-Test), 3. Arawang ebalwasyon sa pagbasa na nakatala sa Mala-Masusing Banghay-Aralin ng guro. Nakatulong ang interaktibong instruksyon gamit ang online sa gabay pagkatuto sa pagbasa ng ikapitong baitang hinggil sa pagpapabatid sa sistematikong pag-unawa sa layuning nais nilang matamo, pagmulat sa dating kaalaman, pagpapaunlad ng iba't ibang istratehiya, pagdulog at pamamaraan sa pagpoproseso ng teksto, pag-uugnay sa kanilang saloobin at pagpapahalaga sa nilalaman ng bawat teksto, paglinang ng kamalayan sa nabuong pagpapakahulugan batay sa pansariling karanasan at impormasyon ng teksto, at kahusayang komprehensyon batay sa iba't ibang kasanayang pampagkatuto. Iminungkahi ang patuluyang pagsasanay sa mga tagapag-ugnay sa pagbasa hinggil sa interaktibong instruksyon gamit ang iba't ibang kasanayan upang masukat ang kahusayan sa antas komprehensyon sa Filipino at sa iba pang asignatura.

Repleksyon

Hinggil sa sistema ng bagong normal, ang pagbasa ay isa sa kinakailangang bigyan ng makabago at napapanahong interbensyon katulad ng interaktibong instruksyon o online reading instruction. Ang gabay pagkatuto sa pagbasa o remedial class in reading ay integratibong nakapaloob sa gawaing mag-aaral sa iba't ibang pamamaraang pampagkatuto sa Filipino.

Ang pagbasa gamit ang interaktibong instruksyon ay naglalayong malinang ang mga mag-aaral sa ikapitong baitang na may kawilihan at may kusa sa pagbabasa bukod pa sa nakikita ang kahalgahang dulot ng pagbabasa sa kanilang pang-araw-araw na pamumuhay sa panahon ng pandemya. Dahil dito ay kailangang makapagbalangkas ang guro na magtuturo ng pagbasa na hindi lamang nakatuon sa pagkilala ng mga batayang salita, parirala at pangungusap para sa pag-iisa-isa ng impormasyon at pagtugon sa teksto.

Malaking hamon sa guro na gumamit ng iba't ibang teksto na higit na makakatulong hindi lamang sa pagpapalawak ng bokabularyo at kayarian ng wika. Nagagawa rin nitong maitaguyod ang paglalapat ng mga kasanayan sa pagbasa sa iba't

ibang layuning pangkomunikasyon.

Sa napapanahong daloy ng kaligiran sa pagtuturo ng pagbasa, kailangang higit na maging interaktibo ang paglalatag ng instruksyon sa ilalim ng online instruction. Kaugnay nito, nakapaloob sa pagtuturo ng pagbasa ang pagkilala sa mga batayang salita, parirala at pangungusap pati na ang pagkuha ng imporamsyon at kaalaman mula sa iba't ibang teksto. Samantalang may ilang layunin na kadalasan ay hindi nabibigyang pansin at halos ay nakakalimutan linangin.

ABSTRACT

Using Bamboo Stick and Stair Board Technique towards Improved Mathematical Performances of Grade Four Pupils

Teofilo J. Lascoña Jr. PhD. - Tacher III
BERF
September 2019

Motivating students to learn requires a very challenging role on the part of the teacher. Different types of learners have different learning styles and modes of learning.

This study aimed to improve the academic performance of grade 4 pupils in mathematics using bamboo sticks and stair board techniques. Ninety-two Grade 4 pupils in Gat Andres Bonifacio Elementary School participated in 4 weeks of study. It employed a mixed method of research using a descriptive survey questionnaire and interview guide questions to selected participants. The study utilized the Instrument of (PREPOSTDESIRE) Pre-Post Desire, Pre-Test, Post-Test, Descriptive Survey Questionnaire, and interview guide questions. The Quazi- experimental was used in choosing the group of respondents of the study. Mean Percentage, Standard deviation, and Mean Difference is the statistical tool used to interpret the data gathered. Results showed that the non-equivalent group who were exposed to used Bamboo Stick and Stair board techniques performed better than a control group who were instructed with the traditional method. It was concluded that the application of magic of using bamboo stick and stair board techniques with magnetic colored bottled caps develop student's mathematical ability.

Action research tool simplifies learning it give ease and comfort of pupils in both online and self-paced activity and in group activities in face-to-face classes as hands-on experience.

This action research contributed multiple functions, it offers systematic and intentional approach to changing or innovate teaching. It is recommended to utilize the usefulness of the radical tool e.g., Bamboo stick and Stair board techniques and magnetic bottled caps in dealing with the different concepts in Mathematics specifically in dealing with different types of learners in finding the greatest common factor and least common multiple.

Keywords: *radical innovation, mathematics education, manipulative, representation, engagement*

Reflection

The study tested very effective and interesting in dealing with the least mastered skills in Mathematics. The innovative tool gives significant impact in learning and elevates performances of underperforming pupils. The use of bamboo sticks and stair board techniques re-define the concepts in mathematics as lovable and easy to understand. It helps them build understanding and allows them to move from concrete experiences to abstract reasoning.

ABSTRACT

Improving Problem-Solving Skill of Generation Z Learners using Extended "Think Time"

Christopher Malenab Cauilan - Teacher III
John Albert Dupaya Gurtiza - Teacher I
Diadema Salas Irlandez - Teacher I
Schools Division of Makati City
BERF
December 2021

Extended think time is not new in educational research. Giving students enough time to think after asking questions improves their learning. This action research examined the relationship of think time to the problem-solving skills of Generation Z learners in the Tibagan High School. The study would gradually be extending the think time during instruction and assessment, modelling of waiting and thinking time during instructions, and limiting the activities and test items to allow extended think time within a limited instructional time.

The participants were composed of 46 ODL learners and the study utilized several materials and means to gather data such as teacher-compiled pretest and posttest questionnaires, survey questionnaires, focus group discussion (FGD), and a teacher-researcher journal. Frequency, percentage, and mean scores were used to analyze the responses of the respondents. Also, to increase the validity and reliability of the research findings, the relevant data were triangulated. The triangulated data of what the learners' works tell (the pretest and posttest), what the learners tell (survey and FGD), and what the teacher-researcher observes (journal) were sufficient to describe how an extended think time improves the problem-solving skill of the Generation Z learners.

The results indicate that extending the think time could help them improve their academic performance because it allows them to think of better ways on how they could mathematically attack a word problem. Learners explained that the time added to the usual think time their teacher gives them depends on the complexity of the word problem. For the learners, 3-5 minutes should be allotted for easy to average word problems while 5-10 minutes will be

enough for them to answer a difficult word-problem question. Thus, the actions that took place during the intervention stage were (1) modelling of waiting and think time during instructions, (2) limiting the activities and test items, (3) increasing/ adjusting the think time given to the learners.

Keywords: *Problem-Solving Skill, Generation Z learner, Extended think time*

Reflection

The extended think time contributed to the improvement of the problem-solving skill of the learners because the intervention was coupled with another strategy such as Drill. It also affected the target skill of the learners because they were asked of their perceived acceptable think time which is, in effect, a way of considering their academic and behavioral qualities as members of Generation Z.

Teachers should not only consider the types of activities they would like their learners to be involved in when planning a lesson. They should also take time to reflect on the think time they allot their learners in accomplishing a certain task or in answering a particular test item. It will also help if teachers will ask their learners about how they feel toward the think time they are given. Teachers should be willing to make proper adjustments with the think time while considering the time allotted for the accomplishment of the quarterly-curricular targets.

In doing this action research, the researchers gained insights in improving the problem-solving skills of the Generation Z learners by extending the think time. For this reason, this action research enabled the researchers to help the Generation Z learners to improve their academic performance consequently improving their grades in Mathematics 10 even more. Also, this empowered the mathematics teacher-researcher to engage his learners to actively participate in oral assessments.

ABSTRACT

The Effectiveness of Blended Learning using Mobile Application of CVC JFlores in Kindergarten Reading Skills

Joan M. Flores - Teacher III
BERF
March 2021

This research aimed to determine the effectiveness of blended learning using Mobile Application of CVC JFlores in Kindergarten reading skills at Ususan Elementary School. The results of this study will open a room for improvement and will provide interventions to improve the reading skills of pupils on this new normal.

Based on the collective results of the reading skills and abilities acquired in the participants of the study were the Sixty (60) Kindergarten pupils of Ususan Elementary School in the School Year 2020 – 2021 who took 30 guessing game item pretest and posttest for the Literacy subject. The test scores from the pretest and posttest and the scores obtained from the survey questionnaire were electronically collated in MS Excel and transferred on the SPSS (Statistical Package for Social Science) software for statistical

computations required in the study. The data processing was done using SPSS version twenty and will be analyzed utilizing frequency and percentage, mean, mean percentage score, standard deviation, and t – test for independent and dependent sample means.

In the light of the findings of this action research, the following conclusions and recommendations are presented Since both modalities of learning such as blended and face to face are accepted, it means that the teachers and pupils can still use these as alternative to continue education in this new normal. The issues, conflict and problems that have encountered along the way must be addressed and must be given interventions. Education must continue even in times of crisis, whether it may be a calamity, disaster, emergency, quarantine, or even war according to Secretary Leonor Magtolis Briones and no Filipino learner will be left behind. Everybody must do his/her share for the children and for the country.

Key words: *blended, modalities, achievement, Pandemic, effectiveness*

Reflection

The concept of traditional education has changed radically within the last couple of years. Being physically present in a classroom isn't the only learning option anymore not with the rise of the internet and new technologies, at least. Nowadays, you must access to a quality education whenever and wherever you want if you can get online and mobile apps. We are now entering a new era the revolution of online education.

ABSTRACT

Hyping Personal Engagement (HyPE): Upgrading Research Writing Skills among Students using HyperDocs

Reynaldo C. Collado Jr.
Teacher III – Research and Mathematics
Schools Division Office of Mandaluyong City
BERF
December 2021

Research writing has become a skill needed in the 21st century since the start of implementation of senior high school students in the country. From the moment they start their 11th grade up to the final term on their 12th grade, research paper is required. In this regard, it is essential to improve the skills in research writing of students since most of them have never had any experience in making one. This study is about improving the research writing skills of selected Grade 12 students of Highway Hills Integrated School by introducing the hyperdocs – an improved version of google document that contains guided-learning experiences for students in completing their research write up. This study employed convenience sampling in determining its respondents and identified 200 students under the teacher-researcher as samples of the study. A pretest-post test design was used to determine significant differences on the results. Results indicated a significant a significant difference between level of academic performance of students in research before and after the implementation of Project HyPE at 0.05 alpha level of significance. It was

recommended that HyPE can be used in improving students' research writing skills.
Keywords: *research writing, hyperdocs, technology integration, practical research*

Reflection

 Based on the results of this study, the researcher realized that employing the guided learning emphasized by usage of hyperdocs enable the learners to have a complete grasp of the learning experience necessary for them to write researches. It has been noted as well that learners easily understood most parts of the research by having different links that contain essential information such as examples and tips in writing a specific part of their research paper. It must be noted as well that the use of hyperdocs is noteworthy and provides a constructivist way of learning experience for learners. As revealed by the test in differences and means of the pre-test and post test, it can be also noted that this research enabled the researcher to realize the potential of HyPE as a strategy in teaching other subjects and can be shared with colleagues in the academe.

 The researcher believed that the success of this intervention are determined by two factors: (1) having an orientation on the proper usage of hyperdocs and (2) provision of extra effort and imagination in preparation and crafting of hyperdocs that were used during the lessons and writing of research. In this regard, it must be apparent that such factors be taken into account when employing HyPE strategy inside an online classroom. Such aspects must also not be changed rather must be improved so that future implementation of the strategy will run smoothly. If possible, parents or guardians must be involved in the orientation as they are the home learning partners who can help the learners during this time.

ABSTRACT

Fadera-Stat as Online Learning Strategy Substantial to Research Writing Among Senior High School Students

Aris F. Fadera
Kristine Gracia B. Fadera
BERF
December 2021

 Research writing in recent years has given senior high school students so much pressure and discomfort. It is maybe because this is the first time that they are to write a full part research on their own. From identifying problems for their study, to formulating questions that will their specific problem, to thinking methods how to gather data needed in their research, to presenting, analyzing, and interpreting the data. The sleepless nights they have consumed just to come up with outputs have given them so much pressure. The main purpose of the study is to lighten the burden off the shoulders of the senior high school students in writing their research. Reviews, drills, and advanced studies on selected topics in statistics are given through various online platforms. It employed quasi-experimental research design to assess the effectiveness of Flexible Advance Discussions on Essential

Research and Statistics Topics (FADERA-STAT) fundamental to research writing utilizing simple random sampling in selecting the respondents. Survey questionnaires were used to determine students' perceptions on different topics. Pretest and posttest were administered to evaluate the effectiveness of FADERA-STAT, CLAID/USLeM Materials. Based on the results, it is known that the intervention introduced in this study was found as an effective online learning strategy that is substantial to research writing among senior high school students at Andres Bonifacio Integrated School.

Keywords: *research, FADERA-STAT, perception, effectiveness.*

Reflection

This action research enlightened the researchers more on the notion that students when given proper guidance and step by step procedure where they can follow in their own pace can produce a good and meaningful study. This also taught them that to be able to come up with good research with a good result, careful study of the problem and thinking the best method to answer the problem must be the topmost priority. It must be a collaboration between the researchers and the respondents to produce a research based on facts given by the respondents' reaction to the questions raised from the problems presented. In making this action research, some glitches were experienced since it was only the first time that the intervention presented in this study was used. To avoid miscues, a thorough planning must be made. Overall, the conduct of this study went well, and the researchers wish to follow this up with another study, applying the intervention used this time to all senior high school students at Andres Bonifacio Integrated School.

ABSTRACT

Video-Modules in Mathematics as Learning Materials to Improve Learning in Online and Offline Classes of Grade 2 Students in Fort Bonifacio Elementary School (FBES)

Vilma N. Flores
Teacher III
BERF
March 2021

Due to the pandemic, the education sector in the Philippines has been affected. Teachers cannot teach students as a traditional learning system in the country. Fort Bonifacio Elementary School is one of the schools in the district Makati has been affected by this global phenomenon, rendering students with difficulties in learning. Fort Bonifacio Elementary School has made steps to continue learning and to improve over the solutions proposed and implemented by other schools not only in metro Manila, but in the whole of the country. This made the education system amongst the students difficult, but still, striving for learning must not be stopped. Teachers have made different teaching techniques that will help the students and

ease the burden. But certainly, the difficulties in connection through the internet in the Philippines has yet not greatly improved by a lot. Conducting online learning through the internet is the most feasible but effective way of communication amongst the educators and the students. The researcher has theorized about a way of learning that is not new to the society, but popular and the most practical solution. The researcher made video modules to theorize whether it improves over the existing online learning setup. There are three questions the researcher theorizes and intends to answer using this research. The first question is about the level of acceptability amongst the grade two (2) teachers in Fort Bonifacio Elementary School. The question is divided into six (6) sub-questions, and that is rated by the respondent teachers from the scale of 1-5 (5 means strongly agree). The results of all the sub-questions have the weighted mean average that all translates to "Strongly Agree", which states that the respondents mostly favour this new online learning system setup. The second question asks about if this new online learning system would help improve the academic performance of the students. This question compares the transcripts of the previous school year of students that act as the control group and the current students that acts as the experimental group who took this new online learning system. After comparing the mean averages of the students, the numbers showed a difference from 2% to 5% improvement over the last year's students. The final question asks about the resources consumed by the online class. After conducting a series of tests that measures, and calculates the data, it is proven that the students will have the freedom to choose the different types of quality that will greatly improve the learning system of the students and the teachers.

Keywords: *Online, Learning, Modules, Video Modules, Online Class, Communication, Streaming*

Reflection

The research has concluded that resulted into what the researcher has academically predicted. It has been a quite a journey that the researcher has made for this research.

In the part of the Level of Acceptability where the researcher asked for the insights of the respondents has been mostly positive feedback through the questionnaire made by the researcher.

The section of improving the students' performance in terms of academic records has been very promising. The contrasting of the results of transcript of grades of the students underwent this process has improved in contrast with the previous batch of students that took the more traditional online learning approach.

The consumption of resources too has stated that by using the proposed system showed that there is an improvement of lessening the internet consumption of the users to allocate into other forms of learning.

This has been a conclusion that is worth sharing to fellow educators and somehow must be adopted for the betterment of the education system in the Philippines.

ABSTRACT

Math Playground: A Game-Based Approach to Improve the Mathematical Skills of Select Grade Six Learners at Navotas Elementary School-Central for the School Year 2021-2022

Mr. Jade L. Juntilla
Teacher I
Mr. Candido L. Serrano
Teacher I
BERF

The new landscape of education caused by the pandemic has brought significant effects to learners that caused them to show low interest in learning mathematics. According to the survey conducted to parents, mathematics is the hardest subject to teach in distance learning. To help learners and parents solve the problem, the Navotas Elementary School-Central spearheaded by Grade 6 mathematics teachers come up with the idea to make learning mathematics an engaging one. The birth of Math Playground, a game-based approach to help learners improve their mathematical skills aimed to determine if integration of games as instructional means and main source of providing interactive mathematical activities could elevate learners' interest and academic performance in the subject matter. It employed a quantitative research design and was found out that the intervention was significantly effective as seen in the results between the pre-assessment and post-assessment. 14% has increased to the number of learners who have mastered the mathematical skills after using the Math Playground. The increase signifies that the innovation and intervention have helped learners regain their interest in learning mathematics which caused a rise in their academic performance. This innovation will be further enhanced and strengthened in order to cater and help solve more academic problems in learning mathematics. With this, teachers are highly encouraged to materialize innovative ideas in order to cater 21st century learners and immerse engaging classroom experiences at home as we embrace new set up of education.

Keywords: *distance learning, game-based approach, mathematical skills, mathematical interest*

Reflection

A Game-Based Approach is an effective tool in giving learners a meaningful and enjoyable learning experience that can uplift their interest. It is undeniable that most of the learners are afraid of mathematics, but teachers' innovative way of bringing explorable virtual classrooms by injecting exciting games into mathematics lessons can be motivating to learners and will surely

lead to their academic improvement.

As we deal in the new landscape of education, the abovementioned innovation is very helpful to learners who are encountering difficulties in learning or mastering mathematical skills. It is also beneficial to parents or guardians as our collaborative partners in distance learning for it serves as their tool kit in teaching their children at home.

Therefore, it is highly recommended to integrate a game-based approach in mathematics lessons to instigate learners' interest in the subject and improve unmastered mathematical skills which are significant in daily living.

ABSTRACT

Project READ (Read, Enjoy, Assess, Develop): An Intervention to Improve the Reading Skills of Select Grade IV Learners of Putatan Elementary School

Elizalde R. Lugtu
Teacher
Schools Division Office of Muntinlupa City
BERF
May 2021

The COVID-19 pandemic has enormously challenged the education systems for it has troubled the lives of students and teachers in different ways. This certainly affects the approach and strategies of teachers to deliver the learning process to the students. The researcher innovates this strategy to find out the significant change in the students' comprehensive skills after the intervention. This study aims to find out whether the use of Project R.E.A.D. would help students improve the reading skills of selected learners of Grade IV Section Lauan of Putatan Elementary School. The study involved twenty (20) participants. They were chosen based on the diagnostic test result using the Phil-IRI Pre-Test reading materials. The data was also obtained through a Focus Group Discussion (FGD) that the learners found it difficult understanding the text when unfamiliar words were involved. It was also revealed that through interactive activities found online were a big of help for them understand the text read better according to the survey conducted. The intervention took place in different delivery modalities. It was done through online, provision of a copy of video lessons, and printed reading materials every Wednesday. Furthermore, a t-test showed a significant difference between the pre-test and post-test. The learners improved their reading skills using the Project R.E.A.D. Despite the difficulties encountered during the teaching-learning process, it is still important to involve the parents in the students' school activities for them to determine the needs which area to make a follow-up at home.
Key words: *unfamiliar words, comprehension, video lesson, interactive activities*

Reflection

      As a teacher-researcher conducting this classroom action research made me realize that there are a lot of factors why a learner is struggling in reading. Through scientific study like this, these learning gaps can be addressed. There may be challenges along the way of implementation of the intervention, what is more important is that these struggling readers may have coped with the difficulties they have been encountering especially in reading. The fact that reading is very essential in learning for it correlates with other learning areas such as Science and Mathematics, it is relevant to focus and make time in enhancing the reading skills of the students especially in the primary level. If this prevalent problem gets appropriate solutions, the target goal of the education department, which is to produce globally-competitive learners, may be realized.

ABSTRACT

Developing Life-Long Skills of Student Entrepreneurs in the 21st Century

Venus E. Mariano, Ph.D
Master Teacher II-SHS
Schools Division Office of Makati City
BERF 2021

      The researcher organized the YEM Honesty Store as a business laboratory with the aim to develop lifelong skills for the ABM students. This study is anchored on to Experiential Learning Theory of John Dewey along with notable theorists Kurt Lewin, Jean Piaget, Carl Rogers, and William James (Kolb & Kolb 2005). Qualitative and quantitative research methods were utilized in the study. Two groups of respondents were involved in the study, sixty (60) students and ten (10) teachers.

      Data were collected through a questionnaire using a Likert Scale and focus group interviews. Data were analyzed using mean average verbally interpreted using a scale. Focus group interview responses were transcribed by the researcher.

      Results showed that teacher respondents strongly agree that YEM Honesty Store develops life-long skills in the different specialized subjects of the ABM students such as Economics, Finance, Marketing, Business Organization, Entrepreneurship, and Business Math while student respondents strongly agree on two specialized subjects such as Business Organization and Entrepreneurship. On the other hand, the virtue of honesty was developed and measured through daily sales recording. The challenges faced during the management of the store developed their entrepreneurial mindset skills like creativity, communication, critical thinking, and decision-making enhanced transforming them to become responsible student entrepreneurs for the 21st century.

Keywords: *Life-long skills, Entrepreneurial skills, Skills Development*

Reflection

      The Young Entrepreneurs of Makati (YEM) is an organization of Accountancy Business & Management track organized by the teacher research since

the start of Senior High School year 2016. The Officers of the organization and members proposed a store name Honesty Store to the school administration with the objective to develop competencies in Business Management, Business Mathematics, Economics, Marketing, Accounting, Business Ethics, and Entrepreneurial Skills. These entrepreneurial skills development encompasses a broad range of various skills like technical, leadership, and creative thinking. These skills can be applied to different job roles needed in the industry which contribute to economic growth and development, and job creation which may be considered as a lifelong skill. However, in the second year of operation, the new administration ordered the closure of the said store.

The experiences encountered by the students during the operation of the store yielded excellent performances in their specialization subjects thereby the teacher-researcher continue her desire for an operation of a Joint-Entrepreneurial Store for the TVL - ABM Track that serves as an Entrepreneurial Laboratory for Senior High School.

ABSTRACT

Consultation Intervention Session (CIS): An Adaptive Strategy to Improve Performance of Grade 7 Students in English under the Modular Distance Learning Modality

Marisol D. Cabalza, Teacher III
Jennydel D. Domingo, Teacher I
Raquel D. Mahipos, Teacher I
Schools Division Office of Las Pinas City
BERF
November 2021

The abrupt shift in education caused by COVID-19 pandemic had not only strained but also challenged every school to continue deliver quality education despite the on-going crisis. Learners have been mainly affected as they transitioned to a distance learning approach. Consultation Intervention Session is an adaptive strategy to help students enrolled under the modular distance learning modality. This study sought to determine its impact in the performance of Grade 7 students in the English subject at Las Piñas City Technical Vocational High School, school year 2021-2022. The Quasi-Experimental design was utilized where the pre-test and post-test were used to gather data. Students who took the pre-test had undergone the online consultation where the researchers used CIS as an intervention. Based from the result of the study, percentage of the students' performance increased compared to those who have not attended intervention sessions. Related to the findings, consistent consultation also determined the gaps encountered by the learners such as anxiety, inability to focus at home, lack of help from elders, etc. The impact of teacher presence, though virtually, moved students to study harder and still excel in school despite the difficulties and distractions encountered. It was therefore recommended that there is a need for immediate intervention through Consultation Intervention Session to improve students' performance in line with changing global

needs at their own learning pace. It provides a vision to convey great opportunities to adapt and to acquire through interchanging cooperative and collaborative efforts of the teachers, students, and parents' interactions.

Keywords: *Consultation Intervention Session, Modular Distance Learning, Online Platform, TechVoc*

Reflection

Consultation Intervention Session (CIS) is a promising strategy that can be utilized in the process of facilitating, monitoring, and assisting students' performance despite encountered difficulties at home. The effort of teachers, students, and parents' interactions have been well collaborated with the benefit of using available and accessible platforms to make learning continue amidst the pandemic. The result of this study implies that the performance of Grade 7 students was improved through the conducted Consultation Intervention Session twice a week for one quarter. It is proven by the significant increase of performance evident in the data presented before and after the implementation of intervention. CIS, as an adaptive strategy, is beneficial most especially to those enrolled in the modular distance learning modality. Truly, it always works best when students are assisted, given feedback, and monitored most especially in this trying times. Without immediate strategies such as Consultation Intervention Session, there could be a rare chance to maintain engaged learners.

In a nutshell, Consultation Intervention Session provides expertise and intentional support impacting improved students' academic performance despite experienced educational difficulties in this time of pandemic.

ABSTRACT

Flipped Classroom to Improve the Academic Performance in English of Grade 6 Pupils in Pilar Village Elementary School, Las Pinas City

Chona C. Mendez
Teacher III, Pilar Village Elementary School – SDO Las Pinas City
BERF 2021

Quality is one of educational concerns. With the suspension of face-to-face classes due to pandemic, pupils find self-learning modules for learning as limiting. Flipped classroom can provide opportunities where assessments can be monitored in a learning management system, and where pupils need to be responsible of their learning, therefore making them active learners who can demonstrate an improved performance. This study aimed to investigate flipped classroom to improve the academic performance in English of Grade 6 pupils. It used descriptive research design and collected data from 40 pupils who were grouped into Traditional Group and Flipped Classroom Group. Pretest and post test were used to obtain academic performance data. Structured interview was used to collect data from parents and participants of the Flipped Classroom. The statistics analysis (mean, standard deviation and independent t-test) showed that the use of flipped classroom approach significantly contributed to the academic performance in English. It was also discovered that parents find flipped classroom helpful to pupils in distance

learning as their children understood faster because there were videos. Flipped classroom gave the pupils the benefit of greater control over their learning as there is flexibility for them to fully explore the lesson and understand it at their own pace. With these findings, capacity-building activities that focus on using flipped classroom in other grade levels is recommended. Future researches can also be conducted using flipped classroom covering a wider population. It would also be interesting to know its impact in other learning content.

Keywords: *teaching and learning, flipped classroom, academic performance, learning management system*

Reflection

The two-year period of distance learning had been demanding. I experienced getting comments from pupils and parents complaining of difficulty in answering the self-learning modules. Around this time, I recalled saying that quality teaching cannot be fully achieved. Yet as a teacher, I still needed to act so they can understand the lessons. Reading through numerous interventions, I read about flipped classroom and its possibility to improve academic performance.

The idea of flipped classroom has been an exciting concept. I became motivated to prepare lesson plans, resources to be uploaded in the learning management system, assessments, and performance tasks. The use of technology was also thrilling. Pupils cannot wait for another session of in-class activities. Motivation was apparent among the learners.

Apart from the advantages technology brings on motivation, the focus on quality instruction was also underscored. The use of technology helped in understanding lessons better and faster, but more importantly, the careful and explicit approach in planning the activities towards mastery is also a point I gathered from this experience. Understanding how and when pupils learn, and explicit instruction are what educators need to constantly enhance in professional development programs.

ABSTRACT

Utilization and Effectiveness of Essential Learning-At-Home Box (E-LAB) in Enhancing Students' Performance And Mastery In Grade 11 Earth Science

Marjorie A. Nariz - Master Teacher I
Joselito P. Grande Jr. - Teacher II
Ayra Patricia S. Alvero - Teacher III
Schools Division Office of Las Piñas City
BERF 2021

The current academic set up brought by the COVID-19 pandemic provided additional challenges to both our learners and teachers. Apart from issues in internet availability, functional gadgets, and health-related concerns to kick-start distance learning, students experience further difficulties in mastering and retaining their quick-learned competencies. To bridge the gap between mastery and with the ongoing distance learning, this research developed an Essential Learning-at-Home Box (E-LAB) which helped strengthen and improve students' mastery and retention of the competencies covered in the second quarter of Grade 11 Earth Science.

Results showed that students in both conventional online learning and those that utilized the learning kits had significant difference in the pre and post assessment scores. The conventional approach of teaching recorded an overall mean score of 12.15 with a mean percentage score (MPS) of 60.74% while the classes that received the E-LAB kits recorded an overall mean score of 12.63 (MPS = 63.13%) and 10.67 (MPS = 53.33%) during the pre-assessment. The post assessment results showed that students who used E-LAB kits recorded higher overall mean score of 18.06 (MPS = 90.31%) and 18.59 (MPS = 92.96%) while the students who learned under conventional approach only recorded an overall mean score of 16.26 (MPS = 81.32%). Surveys conducted reflected a positive perception on the use of E-LAB kits as it provided experiential learning at a time where most discussions were delivered virtually. The researchers hope to continue developing the kit to cover other subject learning areas that require conduct of experiments

Keywords: *Earth Science, learning kits, experiential learning, Las Piñas City*

The use of E-LAB kits during online discussions provided a positive learning experience to the students given that the learning kits offered them the opportunity for experiential learning at a time where most discussions were delivered virtually due to the current learning modality being implemented. Additionally, the concept of E-LAB kits where materials are readily provided created less stress and easier execution of at home lab experiments on the part of the students.

As teachers, keeping the students engaged on the whole duration of class became a bigger challenge since there are various distractions on their learning environments but utilizing the E-LAB kits made the lessons more interactive and fun especially for those students who are suited in learning by doing. The researchers hope to improve the topics and subject areas that the E-LAB kits can be used for so that students can have a kit usable for subjects.

ABSTRACT

Improving the Creativity Of Select Grade Three Pupils using Project Based Learning Method In Distance Learning

Ma. Remedios A. Perez - Teacher III
School Division of Makati City
BERF
February 2022

Creativity is a valuable skill, and there are common strategies teachers can use to help students develop it. But in a distance learning setting, how can this be possible. In this study, the researcher aimed to determine if Project-Based Learning Method can improve the creativity of selected grade three pupils of Fort Bonifacio Elementary School in distance learning. Using this teaching method, an essential question needs to be answered, and that was: "How can I design an alert system to halt

the spread of a virus like COVID-19?" This action research made used of quantitative method. The researcher utilized visual presentations with narrative to analyze the data she collected. There were 36 pupils from the grade three level, 15 of whom were males and 21 were females that were used as participants in the study. Result of the study showed through the project-outcome, Project-Based Learning Method developed the creativity of the participants in a distance learning setting. Based on the Taxonomy of Creative Design, the participants were classified and belonged to having original creation. They produced an original process infographic material that showed their creativity level and understanding of the project. This shows that with PBL as a method of teaching, it helps improves the creativity level of the participants from imitation level to original creation. They were able to solve the essential question and were able to present and create their very own alert system that will halt the spread of virus. The results of the study are planned to be shared by the researcher in the coming professional learning community sessions to give opportunity to teachers to gain knowledge about the Project-Based Learning Method and create a teaching-learning environment that is relevant and challenging to students.

Key Words: *Project-Based Learning Method, creativity, distance learning, Taxonomy of Creativity*

Reflection

After imploring the Project Based Learning Method, I can say that it is not only learning about the content. It needed careful planning and preparation. It all began with the essential question. Within this framework, participants pursue solutions, design plans, collect and analyze data, infer, communicate, collaborate, and create. There were content standards that were addressed, thus, integration with other subjects was feasible. Time management was a key element in producing quality projects. It motivated the participants to enhance their work and output because their project would benefit other people. It positioned the participants in real and meaningful roles. I can say that through the project-outcome of the selected grade three pupils, the PBL Method developed the creativity of my pupils in a distance learning setting. This shows that with PBL as a method of teaching, it helps improve the creativity level of the participants from imitation level to original creation. They were able to present an alert system that will halt the spread of viruses. Teachers should promote PBL because it gives the students the opportunity to develop the 4Cs of 21st Century Skills like critical thinking, creativity, collaboration, and communication, to help them succeed in school and beyond.

ABSTRACT

Utilization of Process Oriented Guided Inquiry Learning (POGIL) Resources towards Student's Academic Performance and Process Skills in Life Science 10 under Online Distance Learning Modality

Armando S. Ponce, Jr.
Teacher II
BERF
February 2021

Teaching and learning processes are fast transforming and emerging through time. One of the essential tools of a teacher to facilitate learning is to utilize learning resources that come in various forms. These materials serve as the teacher's framework to achieve daily goals. One of the strategies for the students to engage and integrate domains and approaches under K to 12 curriculum is the use of process oriented guided inquiry learning or POGIL. It is based on constructivism and uses guided inquiry and a student-centered strategy which emphasis the development of process skills. The objective of this study is to introduce the use of POGIL in teaching Science that could help improve the student's academic performance and develop process skills. The study employed embedded quasi-experimental research design. The main data gathering instrument of the study was a 30-item Multiple Choice pretest and posttest, developed process skills rubric and POGIL resources. The study foundout that there is an increase of mean scores that suggests academic improvement. On the other hand, process skills namely, teamwork, management, communication, and information processing were very strongly manifested by the students. Based from the findings, it was concluded that the use of POGIL as a teaching approach under online distance learning modality had an impact on students' academic performance in Life Science, and it is evidently shown that the students were very strongly manifested process skills in terms of communication, teamwork, management, and information processing and strongly manifested in terms of problem solving and critical thinking after utilizing the POGIL resource.
Keywords: *Teaching and Learning, POGIL Approach, Embedded Quasi-Experimental, Nangka High School*

Reflection

Conducting action research gives me hands -on experience in the field of education specifically on the teaching- learning process. It gains deeper understanding on teaching philosophy that we can adopt another way of teaching that facilitated approaches such as guided inquiry and based on constructivism in which it could enhance the student's academic performance and process skills. In addition, it gives possible answer to support learning instructions amidst the COVID-19 pandemic that provisions flexible learning options, which includes alternative delivery modalities and its corresponding learning resources that are responsive to the need, context, circumstances, and diversity of learners.

Strong participation of student respondents from a certain class section

exposed in POGIL and developed and validated POGIL materials are factors that makes action research successful. However, type of learning modality could change to improve the study in future implementation of the intervention.

ABSTRACT

Enhancing the Business Vocabulary Terms Of ABM Students Through Advance Business Mini (ABM) Wordbook

Jennie A. Cacas - SHH TII
Edna M. Baligat - SHH TII
Caroline D. Nepomuceno - SHH TIII
BERF
November 2020

The 21st-century learners are flexible and critical thinkers. However, the Grade 12 ABM Students find it hard to interact and participate in Accounting and Business-related subjects due to a lack of Business Vocabulary Terms. Nowadays, the use of a dictionary is not the same as before; most learners focus on social media, computer games, and cell phone applications, which is why it is hard for them to identify and familiarize themselves with business words. The research study aims to determine the effect of the Advance Business Mini (ABM) Wordbook in Enhancing the Business Vocabulary Terms of Grade 12 ABM students in Business subjects at Kaunlaran High School. The Quantitative Pre-experimental method was used on forty-five students. They were all from the ABM strand of Grade 12. The teacher conducted the pre-test and post-test to gather ample data and validate the result. These tools yielded results that proved the effectiveness of the Advance Business Mini Wordbook. Moreover, the data showed the students' positive responses to their performance in participating in the class. It shows that the Post-test is higher than the Pre-test, proving that the student's performance improved with the Advance Business Mini (ABM)Wordbook. The findings suggest that motivating students to participate in class does not necessarily alter overall learning styles, at least in the short term. It indicates that the process of "unlearning" previous learning styles may pose a significant problem for teachers, and it appears likely that the process of changing from surface to deep learning may require more than a single course intervention. ABM wordbook is an effective intervention. It provides a model and opportunity for the students to express their thoughts and feelings and share their confidence, personality, and ability to communicate well with the class.
Keywords: *accounting, business, vocabulary*

Reflection

As an ABM Teacher our main goal is to instill Positive Action principles into students' cognitive, affective, and behavioral learning domains and to improve students' academic performance, especially in Business related subjects. In the conduct of research, the most challenging part is helping students to develop a strong vocabulary; it requires more than having them look up words in the dictionary. Although dictionary use is the main feature of most vocabulary instruction, most students do not receive the

instruction they need to learn how to use a dictionary effectively. Rather, students need instruction that will help them acquire new word knowledge and develop strategies to increase the depth of that knowledge over time. Traditional use of the dictionary focuses on having students look up words and use information from the definitions they find to write or use in a sentence. Still, this kind of instruction produces only a superficial understanding and rapid forgetting of a word.

Research shows that consistent practice for teaching business vocabulary is an important building block for learners learning, such as making connections among words and continuously exposing them to content-related words can accelerate vocabulary development. It is also important for effective communication and expressing their thoughts inside the class.

ABSTRACT

Fostering Quality Education Through Integrative Assessment:
The Schools Division Office of Navotas CIty Experience In Distance Learning

Marco D. Meduranda, EPS
Schools Division Office of Navotas City
2021

This study aimed to discuss the Integrative Assessment (IA) initiative of the Schools Division Office – Navotas City. The introduction provided a brief landscape analysis of the current state of education, the context of SDO Navotas, and the rationale for administering Integrative Assessment (IA) in schools. Within SDO Navotas context, Integrative Assessment is a form of summative assessment where learners accomplish a common written/performance task that measures learning competencies across many learning areas. It aims to foster academic ease by enabling learners to achieve required curriculum competencies by just doing one integrative task.

The IA methodology, procedure, and implementation activities were also shared. Feedback and reports on IA showed positive results as all schools in the Division were able t6o operationalize IA and consequently foster academic ease for learners and parents. School heads reported that they received positive feedback from parents and learners. They observed high-quality outputs from learners as they can relate the lessons of all subjects and apply their learnings in just one output. Attestations from parents giving positive comments are evidence of the initial success of IA. Challenges met after compliance were also documented and strategies to continuously improve the Integrative Assessment process were proposed.

Keywords: *quality education, Integrative Assessment, SDO Navotas*

Reflection

The Integrative Assessment used in SDO Navotas offers students a comprehensive, genuine, in-the-moment, and alternative assessment. When other educational institutions reevaluate and reinterpret their policies in curriculum, instruction, and assessment to become flexible and responsive to the changing

environment, they might use this evaluation as a model.

Although the process is still in its early stages of development, preliminary research and findings show that they significantly encourage academic ease and give students the chance to show that they have learned the necessary competencies. IAs simplify the work of teachers, which enhances their contributions to the expansion of students' knowledge and skills. Teachers gain as well. SDO Navotas' experience in IA also showed that challenges can be overcome with careful planning, close collaboration, and the combined efforts of all teachers, parents, and students.

The Division recognized the need for ongoing technical assistance provision as well as Division monitoring and assessment of the schools due to the novelty of this experience during this pandemic period. Regarding the implementation of IA, this was done. It was also decided that a compendium detailing best practices and milestones was necessary to document the IAs' successes. It is also crucial to stress the significance of delineating clear roles for parents and teachers in carrying out IAs at home.

ABSTRACT

L.E.A.M (Learning Enhancement Activities In Mathematics): An Intervention to Address Numeracy Skill Gaps Among Selected Grade V-Cariñosa Pupils of Putatan Elementary School Sy 2021-2022

Lenelyn F. Querubin
Master Teacher I
BERF
March 2021

The research will enhance the numeracy skills of the participants though LEAM (Learning Enhancement activities in Mathematics). This module-type material contains different activities with the guided concept, procedures and formula for the daily lessons in Mathematics. It aims to address identified gaps in numeracy whenever and whatever the learners are and the difficulties in four fundamental operations, especially in multiplying and dividing numbers.

Aside from helping to enhance learners' numeracy skills, LEAM (Learning Enhancement Activities in Mathematics) also intends to boost their interest in mathematics through activities that directly address their learning styles and preferences. Moreover, no matter how hard or difficult for learners to solve, answer and learn the lesson in Mathematics, they are motivated to learn if they are allowed some level of independence.

This study was conducted of researcher, Lenelyn F. Querubin, Master Teacher 1 of Putatan Elementary School Division of Muntinlupa to determine LEAM's effectiveness (Learning Enhancement Activities in Mathematics) in enhancing numeracy skills gaps of select Grade-V Cariñosa students of Putatan Elementary School S.Y. 2021-2022.

Keywords: *program, performance, enhancement, millennial, non-numerates*

Reflection

As a Mathematics Teacher, the researcher is faced with time-to-time inquiries on how to deal, help with non-numerates students in higher grade level. Considering and conducting action research as a way to addresses the gaps between the student's learning abilities and performance has helped the researcher practice a more reflective, innovative approached to teaching.

The researcher learns how to become innovative and creative for functional materials, employ effective teaching strategies and develop useful and sustainable set of instructional materials that bare well prove the research and studies. Through action research, teacher have more chances, ways and opportunities to solve the problem of the learner's abilities and performance in the class. The first phase is conducting a numeracy test using four fundamental operations in identifying learners with problem in numeracy and belongs to non- numerates learners. In this particular problem the researcher was interested to know how can she improve her learners to numeracy skills. Then Planning Stage comes next finding the best study to address the numeracy skills gaps of the leaners. The use of different activities, learning/ supplementary materials and videos, power point presentation for one- time online meeting/ kumustahan with the learners contributed to the positive result of the study. Parents and teachers-researcher noticed that student participants were able to adapt to the intervention and were comfortable using materials. Parents were also trained how to carry out the program at home. The results of the study, the researcher intends to continue to implement the innovation to other grade level to address the gaps of their learners in numeracy skills.

ABSTRACT

CTRL (Computer-Based Technology Resource Learning) Using e-Window Cards as Tool in Assessing the Grade Six Pupils' Numeracy and Vocabulary Skills in Mathematics and Science

Ferdinand R. Razon, Teacher III
Randolf A. Mailed, Master Teacher II
BERF
March 2021

The integration of ICT into the learning environment is an important tool that depends on the ability of teachers to structure learning in the new normal setting of education, to merge technology appropriately with pedagogy, develop socially active online classrooms, and encourage co-operative interaction and collaborative learning and group work. As claimed by Acela G. Recentes 2019, using e-window card is an effective tool in assessing pupils' performance in mathematics and science. The purpose of the study was to identify how does the use of Computer-Based Technology Learning Resource Using e-Window Cards enhance grade six pupil's numeracy and vocabulary skills in Mathematics and Science in South Cembo Elementary School for the school year 2020-2021. The study utilized quantitative and qualitative designs. Twenty-five pupils who got failing scores during the summative test were used as respondents in the

study. After the summative test, fifteen students undergo a pre-test and post-test. The scores were served to measure academic performance. Pre-test and post-test were tabulated based on mean score and mean percentage score. The pre-test mean percentage score in Mathematics was 63.0%, in Science the mean percentage score was 72.0% the post-test mean percentage score in mathematics was 76.0% while in Science was 91.0%. The study shows a significant difference between the pre-test and post-test scores of the respondents. The participation of the pupils in the interview served and found that the use of Computer-Based Technology Resource Learning Using e-Window Cards a.) help pupils strengthen their numeracy and vocabulary skills in mathematics and science, b.) cultivate the ability of pupils to interact through the different activities, c.) enhance among pupils the positive attitude towards learning, and d.) sustain the needs of the pupils in terms of mathematics and scientific skills.

Keywords: *learning environment, instructional tool, enhancing, developing, facilitating, teaching-learning, numeracy and vocabulary skills, attitude towards learning*

Reflection

The best way to get good ideas is to get lots of ideas. In terms of our organisational change, Computer-Based Technology Resource Learning using e-Window Card, enhance pupil's numeracy and vocabulary skills in Mathematics and Science and strengthen pupil's attitude towards learning. This reflection was proven based on the study of Brush, Glazewski and Hew (2008) which concluded that the integration of ICT as tool for students to discover learning topics, solve problems, and provide solutions to the problems in the learning process. ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT. In this study the researchers also observed the application of student-cantered and self-directed learning.

ABSTRACT

Improving the Passing Rate of Students through Utilization Of Criterion-Based Assessment Tool (C-BAT): A Rubric for Written Works

John Rey R. Real - Teacher 1
Ma. Armina D. Vergara - Teacher 1
Luis John P. Quiambao - Teacher 1
BERF
November 2021

The New Normal Learning System paved the way for the Learning Continuity Plan of the Department of Education. It highlighted the need for distance learning, and the concept of modular approach to be adapted by most public schools in the Philippines. There were some difficulties encountered both by the teacher and the learners who experienced the type of learning set up. One of the issues, the low passing rate among students, was considered in this study. This study aimed to improve the scores in the written outputs of the students. In relation to that, the researchers would like to determine the perception of teachers in using a scoring rubric as intervention for the passing rate of students in their worksheet scores. The study employed descriptive analysis to know the perception of teachers in using a scoring rubric for checking

worksheets of the students, and McNemar's test for paired data design to determine the effect of using Criteria-Based Assessment Tool (C-BAT) on the passing rate among Grade 10 students. An intervention was carried out with the use of a scoring rubric when checking the worksheets in Science. The initial scores and the intervention scores of the students' worksheets were tallied and computed. The result indicates that students were more likely to pass when C-BAT was used by the teacher in checking compared when the worksheets were graded solely on the correctness of each item. Thus, the C-BAT is effective in improving the passing rate among students' worksheet scores. With a focus on giving learners a passing-grades in science subject the researchers recommended that the used of rubric in all learning areas whereas, giving scores in checking on the worksheets of the students is effective.
Keywords: *C-BAT, modular modalities, written works*

Reflection

No Student Left Behind and Sulong Edukalidad became the researchers' guiding principles in the entire conduct of this research. It was a challenge for both the students and teachers to make ends meet. Considering the individualities of students in terms of their pacing in learning, and limited instruction, MDL Teachers expect that students will get extreme scores (super low or super high) depending on their understanding on the lesson from the module. In addition, having less interaction with teachers may result to the possibility of students getting a low mark on their worksheets. There may be a lot of hardships that the new learning set up gave the education system, but the positive factors outnumber those negative ones. Although it is hard to monitor the true academic performance, teachers can still consider other factors that are more valuable than test scores for aptitude; attitude of students weigh far more important above anything else.

Indeed, non-academic factors such student behaviors (such as effort in neatness and completeness) truly contribute to the learning outcome and performance. Considering them as grading factors helps in the overall positive outlook of students in their academics (Yesbeck, 2011).

Wolf and Stevens (2007) argued that using a scoring guide makes the assessment process more accurate and fairer because it helps the teachers maintain consistency in making judgments as they check. This way, evaluators are constantly reminded of how to deal with the worksheet properly and professionally to be assessed.

ABSTRACT

Reading Games: Its Effect to the Reading Proficiency of Grade Six-Onyx of Maharlika Elementary School

Norodin M. Undong - Teacher 1
Taguig City and Pateros
BERF
October 2019

Today's classroom instruction is faced with various issues and one of them is the emerging problem on reading. This alarms the researcher to venture on the use of reading games to find out its effect in improving the reading proficiency of the

struggling readers.

This study used the descriptive correlational design. The subjects of the study were forty (40) frustrated readers of Maharlika Elementary School for the school year 2019-2020.

The Grade Six pupils section Onyx of Maharlika Elementary School were the subjects of the study. There were a total of forty (40) Grade Six pupils properly chosen from fifty-two (52) pupils, total population of Grade Six, Section Onyx.

The study made use of the Modified Informal Reading Inventory (IRI) of Silver Burdett and Ginn (1989) adopted from the study of Angkad (2015).

The data were analyzed using frequency, percentage, and t-test using SPSS.

Findings of this study revealed that the functional reading level of the grade VI pupils in word recognition is in the instructional level while comprehension is in the frustration level as shown in the mean score of 3.25 in word recognition and a mean of 57.12 in comprehension; the reading grade levels of the frustrated readers are grades 3, 4, 5 and 6 in word recognition and grades 1, 2, 3 and 4 in comprehension before the reading games are introduced but after the reading games are introduced the reading grade levels of the frustrated readers in word recognition are grades 4, 5, and 6 and comprehension are grades 2, 3, 4, 5 and 6. As indicated by the sig value of 0.000 in word recognition and 0.000 in comprehension, the study revealed that there is a significant difference in the pupils' grade level in word recognition and comprehension before and after the reading games are introduced.

The findings of the study conclude that reading games are effective in improving the reading proficiency of the frustrated readers both in word recognition and comprehension.

The study, on the other hand, recommended that elementary teachers teaching English should administer reading diagnosis at the onset of the school year to discern the reading grade level of their pupils.

Keywords: *Reading Grade Level, Frequency counts, Functional Reading Level, and Remedial Reading Instruction*

Reflection

Reading difficulties is luggage that most school children have been carrying especially those who can't even recognize and decode letters and produce meaningful language. This difficulty has been personally observed by the researcher during the conduct of the pre-test and the identification of the reading grade levels of the pupils.

The meaningful conception of the reading games has been 'an angel sent from up above' and it gave an answer to reading difficulties and eventually improved the children's reading proficiency. Their encounter with the reading games evoked varied responses from the subjects of the research. One of them uttered after playing with the 'Bulb of Words', "My reading experience became unforgettable and I'm sure my fellow children have had the same experience."

The experiences shared to me by the research's participants even encouraged me to venture on more educational endeavors that will further benefit our school children and help strengthen our current reading programs.

ABSTRACT

Utilizing Focused Mini-lessons on Reading Comprehension to Improve the Problem-Solving Skills Involving Quadratic Functions of Select Grade 9 Students in Makati Science High School

Ralmond S.J. Roca, Teacher III
Marites G. Delariarte, Teacher III
Schools Division of Makati City
BERF
February 2022

The Department of Education issued DepEd Order No. 31, s. 2020 or the Interim Guidelines for Assessment and Grading which guides the assessment of student learning and the grading scheme for the School Year 2020-2021. It gives opportunities for teachers' upskilling and reskilling on giving assessments that lead to the provision of Integrative Assessment training for teachers through webinars nationwide. This study aims to determine the effects of using focused mini-lessons on reading comprehension as an intervention in the improvement of students' difficulties in problem-solving skills involving quadratic functions through online integrative assessment in English and Mathematics subjects of selected Grade 9 students. For the accomplishment of this study, we used purposive sampling and triangulation methods. The sources of data were pre-test and post-test results from one section with the lowest mean score of Grade 9 classes. Also, the qualitative data were from online surveys, and focus group discussions. The focused mini-lessons of reading comprehension on identifying the stated and implied data, translating English phrases into mathematical expressions or equations, analyzing the problem statement to create a visual representation of the given problem, and identifying what is asked in the problem were used to integrate as an intervention tool to address the students' difficulties on problem-solving equations in Mathematics subject. Lastly, the post-test, survey form, and focus group discussion were administered to determine the improvements in the students' difficulties through the mean score. The triangulation of data was presented through tables and graphs. With these data results, the study shows the great impact of using the intervention of focused mini-lessons on reading comprehension to address the students' difficulties with problem-solving skills involving quadratic functions. At this point based on the study results, we recommend the use of focused mini-lessons on reading comprehension as an intervention and the application of team teaching in English and Mathematics subjects in all grade levels for the improvement of the student's difficulties in problem-solving in Mathematics subjects.

Keywords: *Mini-lesson, quadratic function, integrative assessment, intervention, team teaching*

Reflection

The researchers' reflections on this study are the following: (1) English teachers can help the students to improve their reading comprehension by teaching the identification of stated and implied given data, translation of English phrases into mathematical expressions and equations, analysis of the mathematical statements to create the visual representation of the given problem, and identification of what is asked in the problem. (2) English teachers should integrate texts in Mathematics as well as Science for reading comprehension lessons in English subjects. Hence, students will be more familiar with reading statements involving mathematical problems. (3) The researchers realized that the remaining students with difficulties on the problem- solving skills involving quadratic functions need a remedial class to address a particular problem in solving quadratic functions. (4) Math and English teachers should plan and work closely to deliver the lesson effectively. Also, an extension of time and more efforts for planning and designing the lesson with the application of contextualization and localization. (5) The mathematics teacher should help the English teacher to understand the content and the teaching process of the mathematics lessons. The teachers should be patient in discussing the critical content to avoid confusion on the part of the students because there will be team teaching in the class.

───────────────◭───────────────

ABSTRACT

Design and Validation of Game-Based Learning Materials
an Intervention for Edukasyon Sa Pagpapakatao 10

Sheila Roz F. Sumio
Master Teacher II
BERF
December 2021

The unexpected advent of the global pandemic drove the education realm to welcome and adapt the so-called "new normal". Different strategies are encouraged in order to have the continuity of teaching-learning process. With this, the researcher designed and validated a Game-based Intervention Material entitled "Si Juan sa Bayan ng San Juan". She further believed that this is an interesting, interactive and informative approach which will help improve the performance of Grade 10 Edukasyon sa Pagpapakatao students who are at risk of failing. This study used the descriptive form of research. There were 7 Grade 10 student-respondents from different San Juan National High School sections, 2021-2022. This study attempted to validate the impact of game-based intervention material to the learners. Pre-test and post-test were done in order to acquire quantitative data. Results showed that learners performed significantly better after using the game-based intervention material. Furthermore, the learners

moved towards mastery from average level after using the intervention material. With these, the researcher aims to continue to design different learning materials for the benefit of the learners.

Keywords: *intervention materials, game-based, performance level, strategies*

Relection

Based from the study, I realized that learning is vast, borderless and is not confined in the four corners of the classroom. A teacher can offer various avenues for the teaching-learning process in order to meet the ever-changing demands of the students even in the times of pandemic. I believed that having conducted this study encouraged me to create more intervention materials perhaps an integrated one because values education can be included in other subject areas and vice versa.

It was also in this time that we are able to learn the advantage of wireless connection. I was able to communicate with students through social media and gathered the results too.

ABSTRACT

Interactive Video Lessons: An Intervention Tool for Grade 7 Learners in Statistics

Reverie I. Vargas
Teacher III
BERF
February 2022

The pandemic has directed schools to online learning, giving students the opportunity to explore their learning experiences in the comfort of their own homes. The first year of distance learning implementation had been a test of resilience for both learners and educators. The desire to succeed is strong, but the lack of resources and the transition from traditional to distance learning has been a significant challenge for those who have chosen an online mode of learning. Learners face difficulties mastering the skill in an online setting, and intervention is inevitable. The purpose of this study was to investigate the outcomes of using interactive video lessons as a tool for intervention with the goal of improving students' performance on the Grade 7 Summative Tests in Statistics. The study is based on lessons from the first quarter. The respondents are the Grade 7 students who needs assistance in mastering their skills in Statistics. The interactive video lessons were created to support student learning and provide intervention to Grade 7 students who require additional assistance in understanding and mastering the skills that are part of the MELC for Statistics in the Makati Science

High School curriculum (MSHS). Based on the results of the Summative Tests and the survey responses, the interactive video lesson was found to have aided the improvement of students' performance in Statistics. Students appreciate that the video lesson is interactive and that there were practice exercises in between skills discussed in the video lessons that will verify their understanding of the lesson. Some parents are grateful that, despite the present state of things, teachers were able to provide assistance to their children in a way that is flexible enough for their children to take advantage of when their internet connection is strong. With focus on intervention and innovation in facilitating a new methodology in teaching learning process, the study recommended that interactive video lessons can be an effective tool to help students master their skills. Also, the interactive video lesson can be used as an intervention tool in teaching Statistics. This can be explored with different applications that will make the video lesson more interactive and effective tool for intervention.

Keywords: *online learning, intervention, interactive video lesson, learning tool*

After exploring on the study about Interactive Video Lessons, I realized the availability of powerful tools and the strength of technology in the field of education. The proper application of these tools will allow us to develop learning tools that will improve the teaching and learning of statistics and other fields. The data show that using interactive video lessons helps learners master their skills and that they appreciate the immediate feedback provided as they answer each practice exercise in between competencies while watching the interactive video lessons. As a result, depending on how much practice they needed, they were able to complete the practice question multiple times. They also appreciate the fact that they can do it at their convenience and when their connection is strong.

As a teacher it was a challenge to develop video lessons and to research free tools that would open doors for interactive video. The process of creating an interactive video lesson and researching ways to make it more interactive for learners was both challenging and exciting. Being able to create an interactive video lesson, on the other hand, is rewarding because the results shows that there is improvement in the learner's performance in Statistics, particularly those who struggled to understand the lessons. One issue is that free apps have various restrictions, making interactive video lessons only available for a limited time. It is not wise to use it because it is expensive, but a continuous search for online applications that provide interactive video lessons is recommended. The Interactive Video Lesson is a brilliant tool for helping students understand the lesson and practice the skill in an online setting, as well as providing a venue for clarification through immediate feedback. According to the findings of the study, the tool can be used for intervention in Statistics class; further research into its application to other fields of mathematics is recommended.

ABSTRACT

Improving Grade Five Students' Research Writing Skills through Modified Scaffolding Research Guide: A Process-Genre Approach

Lovely Rollaine B. Cruz, MT I
Ronald S. Lucasia, T I
Janeth D. Morte, T III
BERF
March 2021

The purpose of this study was to use a process-genre approach to improve Grade Five students' research writing skills and attitudes toward writing. The problem stated in the study was that "Students in Grade Five are not excellent writers, their ability to conduct research is limited, and they develop an aversion to writing." They are neutral, indicating that the student has a general understanding of how to write a research paper, based on the pre-assessment test given to Grade 5 learners, with a mean of 3.429 and a standard deviation of 0.172. They require research writing training and guidance, and there is an immediate need for them to participate in a guided session in research writing by developing a mini-research paper using a process-genre approach. An experimental design was used in the study, with an experimental group separated from a control group. The experimental group was taught process-genre writing, while the control group was taught traditional writing. Each group received lessons for four weeks, resulting in impressive results. The current study demonstrated the efficacy of a Process-Genre-Approach in improving students' research writing skills and writing expertise.

Keywords: *process-genre approach, mini-research paper, research writing skills*

Reflection

Research writing was considered an advanced skill that should be taught only after students had mastered vocabulary, spelling, punctuation, grammar, syntax, and other mechanical language processes that were thought to provide the necessary foundation. However, due to the changing perception of learning and the fact that research is a component of the 21st-century skills that must be established, it was suggested that it be taught as early as elementary school. As an elementary English and science teacher, I find it difficult to present the concept of writing a research paper. Developing and employing a process-genre approach when writing a simple research paper is extremely beneficial. It encourages students to write even if they only have basic writing skills.

ABSTRACT

Paggamit ng "3pk" (Pakikinig, Pagbasa't Pag-unawa, at Konsultasyon) sa Pagpapataas ng Lebel ng Kahusayan ng Mag-Aaral sa Filipino sa Bagong Normal

Algani R. Beceril - Teacher II
Schools Division Office of Pasay City

Ang "3PK" o Pakikinig, Pagbasa't Pag-unawa, at Konsultasyon ay naglalayong mapataas ang antas ng kahusayan ng mga mag-aaral sa Filipino ngayong pandemya. Ito'y pagsasagawa ng pagsasanay sa pagbasa tungo sa paglinang ng kahusayan sa pag-unawa ng mga mag-aaral. Isa rin itong anyo ng remediation sa pamamagitan ng pagsasagawa ng konsultasyon para sa mga araling hirap ang mag-aaral. Purposive sampling technique ang ginamit upang matiyak ang konsistensi sa pagdalo sa online na pagtitipon. Mayroon itong disenyong explanatory sequential at ang mga kalahok ay ipinangkat sa dalawa: ang experimental at controlled. Ang pretest at posttest ay ibinigay sa dalawang pangkat. Batay sa resulta, gamit ang T-test for two sample mean makikita sa simula na ang mga mag-aaral sa controlled ay may mataas na antas ng pagkatuto dahil ang t-computed value na 13.2558 ay mas mataas sa t critical value na 2.14 ngunit matapos ang interbensyon, ang mga mag-aaral sa experimental ay nagpakita ng pagtaas ng antas ng pagkatuto at napatunayan na nagkaroon ng makabuluhang pagkakaiba dahil ang computed t value na 4.2079 ay mas mataas sa t critical value. Samakatuwid, nakatulong ang pagbasa't pag-unawa upang mapataas ang antas ng kahusayan kaya inirerekomendang ipagpatuloy ang proyekto at ipatupad sa iba pang antas sapagkat hindi lamang ito magagamit sa pang-akademikong larang bagkus maging sa pang-araw-araw na pamumuhay.
Susing salita: *Teaching and Learning, Pagbasa, Explanatory Sequential, PCWHS*

Reflection

Malaki ang nabago sa larangan ng edukasyon sanhi ng pandemya. Gayunman naging daan ito sa maraming interbensyon upang makamit ang magandang kalidad ng edukasyon. Matapos isagawa ang proyekto, hindi maitatangging nagkaroon ito ng malaking bahagi sa paghubog sa kakayahan sa pagbasa't pag-unawa at napataas ang antas ng kahusayan sa Filipino.

Sa pagsasagawa ng proyekto nakatutuwang makita ang mga kalahok na masayang nagbabasa't nagbabahagi ng personal na karanasan sa pagsagot sa mga katanungan bagaman sa pagsisimula nito, ilan sa mga kalahok ay nagpakita ng pag-aalinlangan, hindi nakadalo sa mga naunang pagtitipon, may nauutal at nahihiya, kung minsan pa'y inaabot ng ilang minuto bago tumugon. Idagdag pa ang panaka-nakang pagkawala ng internet connection. Gayunma'y hindi ito naging hadlang bagkus nagpatuloy ito sa pagbibigay ng motibasyon at patnubay sa mga mag-aaral.

Isa sa mga aspekto ng proyekto na nakatulong ay ang pagkakataon na ang mga kalahok ay nakapagkonsulta hinggil sa aralin sa Filipino, may mga sesyon din na nakapagbabahagi ang guro ng karagdagang kaalaman na hindi tinalakay sa regular na klase. Iminumungkahing gawing iisang pangkat na lamang upang magkaroon ng

pantay na pagkakataong maranasan at matutukan ang mga mag-aaral. Maaaring idagdag ang paglinang sa kasanayan sa word recognition at language comprehension sapagkat daan din ito sa pagpapaunlad ng kasanayan sa pagbasa't pag-unawa.

ABSTRACT

Use of Online Reading Tests in Noting Details: Its Results on the Reading Comprehension Skills of Select Grade 8 Students

Ma. Theresa D. Mendoza
Lead Proponent / Head Teacher III
Mary Ann L. Olayta
Co- proponent/ Teacher I
November 2021

The implementation of Modular Distance Learning (MDL) paves way for the development of self- learning modules (SLMs) in print or digital, hence guidance from teachers and parents are much needed. As pandemic changes the face of education, teachers need to come up with interventions as how they will address the learning gaps and losses particularly in reading. This is in consonance with DM No. 173, s.2019" Hamon: Bawat Bata Bumabasa (3Bs Initiative). Addressing the reading problems of the learners while they are in the comfort of their homes is a big challenge for teachers. However, the success of this reading intervention program thru online reading tests can be attributed to the hardworking teachers and parents who never fail to support the learners. This study aimed to determine the effects of using online reading texts in noting details on the reading comprehension skills of selected grade 8 students. Thus, descriptive research method and selected participants through random sampling were employed in this research. Pre- test was administered prior to the conduct of the remedial class. The study found out that administering online reading test/ materials has improved the reading comprehension skills of the participants based on the results obtained from the given exercises. As luck would have it, all five participants participated actively in an online remedial reading. However, it has been observed that not all learner-participants have the same phase of reading development. Considering the internet connection, some learner- participants had difficulty in accessing the online test. This resulted to a low score during the test. With focusing on the reading skills of the learners, the study recommended that remedial reading still be included as intervention program of the English department to address learning gaps and losses.

Keywords: *modular distance learning, self- learning modules, 3Bs Initiative, intervention program, comprehension skills*

Reflection

In the midst of pandemic where several challenges were experienced by our learners and teachers, our task to produce proficient and independent readers remained steadfast. As we required our learners to attend Google meet or FB classroom messenger for the remedial reading, questions like, can this suffice? Will they learn? All these queries gave us profound motivation to exert more effort and deliver to the best of our abilities. I must say that this study opened my mind to the reality that most of the learners struggled academically during pandemic. Their thoughts of just accepting things that come their way, give me reasons that they really need help. As we all know, reading problems can be attributed to academic underachievement (Arnold et al.,2005)

Therefore, early detection and intervention must be well- prepared by the teachers so that reading problems will be addressed immediately and will not cause severe problems in the future.

To equip learners with reading skills, schools need to establish reading center/ clinic, improve teachers' teaching ability in reading instruction and intervention and provide appropriate teaching and learning reading materials, to this extent we would be able to produce proficient and effective readers.

ABSTRACT

Learning Enhancement of Grade 9 Students in Quadratic Equation using Inquiry- Based Approach: A Lesson Study

Poinsettia R. Avendaño
Elena Victoria E. Almeniana
Teacher III, Rizal High School
December 2019

Students often question the validity of Mathematics that they are exposed to in the classroom and its relationship to their daily life. Consequently, memorizing facts and data is not the foremost necessary talent in today's world. However, teachers taught lessons in the traditional strategies where students acquired the knowledge thru teacher-centered activities. To lessen the teachers' factors, teachers should teach meaningfully. Thereby, this research was made to enhance Learning in Mathematics in solving quadratic equations using an Inquiry-Based Approach thru lesson study. Lesson study allowed the researchers to frequently revised lesson plans, modified and strategized the instructions and activities using Inquiry-based approach to address the needs and interests of the student. It employed a quasi-experimental of pre-and-post-test design. Respondents were selected through purposive sampling and were exposed to revised lesson plans, 9 – EBEC13 was subject for the implementation of the lesson plan, 9 – EBEC15 was subject for its first revision, and 9 – EBEC31 was subject for the second revision. The results revealed that there is a moderate significant difference

in the performance of the students who were exposed to inquiry-based instructional methods and lesson study. This result has shown significant effect on students' ability to solve decontextualized mathematical problems, and this was proven by two-tailed z-test where the computed value is 40.81 greater than the critical value of 1.96 at 0.05 level of significance. This study recommended further apply the Inquiry- Based Approach and Lesson study in other topics in Mathematics and/or other field of Sciences to promote unboxed learners.

Key Concepts: *learning enhancement, inquiry – based approach, lesson study, grade 9*

Reflection

      The downfall of the Department of Education to nurture globally competitive individuals was rooted in how the teachers facilitate learning inside the classroom and how they cope with the logical disconnection between what the learners should learn in the school and what are mathematical concepts they need to apply in real life. These are the main reasons the researchers showed interest to explore, study, and research other methods to deliver our subject with an in-depth understanding of the topics and connection to real-life situations. The whole process of the study was an extra burden to the researchers, yet it is a very satisfying feeling to complete the paper. Modifying the plans and strategizing the activities often were the most challenging parts of the research, adding to the burden that students were not used to an inquiry-based approach, however, it becomes gratifying to see that the students learned our subject on their level of understanding and connection with real-life scenarios. The study allowed the researchers to further understand their subject matter, relate to other subject areas, and think out of the box, moreover, for the students, it proves that they are ready to welcome new strategies that might introduce to them.

<center>△</center>

ABSTRACT

T of WAR: Using T-Chart Virtual Tiles in Remediating Grade 7 Students' Skills in Adding and Subtracting Integers

Joymee D. Bugay, Teacher II
Richel E. Apolinario, Teacher I
November 2019

      Teachers' foremost goal is to provide quality instruction and learning experiences that significantly contributes to students' learning progress, especially in Mathematics, which is widely known as a challenging subject. Thus, this study was conducted to investigate the utilization of an innovation called T of War: T-Chart Virtual Tiles to improve students' skills in Mathematics foundational competencies such as adding and subtracting integers. This study used an experimental research

design in which sixty remedial students among Grade 7 sections 37, 38, and 39 were randomly assigned into the control and experimental groups. The experimental group had remedial sessions using T-Chart Virtual Tiles, a combination of technology, virtual manipulatives, and graphic organizers, through the Virtual-Representational-Abstract approach. Contrastingly, the teacher utilized the traditional remediation of the usual lecture and exercises in the control group. The researchers assessed the students' performance using pre-test, post-test, short quizzes, interviews, and observations. The results revealed that the respondents of both groups showed significant growth from pre-test to post-test performance; however, the experimental outperformed the control group, as indicated by their higher post-test results and index of mastery. Supported by the T test for independent samples where the computed T value exceeded the tabular T value in favor of the experimental group, substantiated by the positive responses they demonstrated in the interview and observation. Indeed, T of War: T-Chart Virtual Tiles meaningfully remediated students' skills in addition and subtraction of integers and recommended to be utilized in other algebra concepts, i.e., operations on polynomials and higher algebra lessons.

Reflection

This study reminded the researchers as Mathematics educators that the repetitive problem in students' performance in adding and subtracting integers should be addressed differently through innovation. The technologically inclined or virtual generation of students demands an approach suited for them. Thus, Mathematics teachers must come out of the box in using remediation differently from the traditional approach. Teachers must continue mixing, matching, inventing, and crafting pedagogies to cope with the fast-changing world. On the other hand, as a famous quote say, it is easier said than done. Innovating in this study truly challenged and required us much effort and time. Making innovative Mathematics tool and using it appropriately is a difficult task. However, this should not stop us from striving continuously since this study proved that students learn better when teachers provide effective and exciting learning experiences, such as utilizing a different approach and tool in teaching, like the T of War: T-Chart Virtual Tiles. The researchers realized that in remediating students' difficulty in understanding abstract Mathematics concepts, it is best to let them enjoy and understand how these abstract concepts make sense through technology, concrete or virtual representations, and graphic organizers, which T of War: T-Chart Virtual Tiles provides.

ABSTRACT

Analysis of Reading Beliefs as Predictors of Reading Attitude among High School Students

Lilio T. Carreon Jr.
Teacher III
April 2019

Reading attitudes strongly influence the intention to physically perform the act of reading and the level of engagement one gives in reading tasks. Hence, it is important to investigate the factors that forecast reading attitudes which influence reading success. Following the reading model developed by McKenna (1995, as cited in Black, 2006) that links reading beliefs to reading attitudes, this basic research aims to examine how the dimensions of reading beliefs - normative, personal, and task - predict reading attitudes. This study answered the issue: "Can reading beliefs predict reading attitudes?" and used a descriptive quantitative method. Data was collected through an adapted (Hussin & Al-Shawesh, 2015) and a researcher-made Likert scale questionnaires on Reading Beliefs and Reading Attitudes. Random sampling was used to recruit 108 Grade 9 students from a public high school in Makati. Hierarchical multiple regression was used to understand how the dimensions of reading beliefs in McKenna's model forecast internalized reading attitudes. The study found that the three dimensions of reading beliefs interact to forecast a learner's predisposition towards reading and predict reading attitudes. Furthermore, normative belief is the strongest predictor of reading attitude because teenagers consider their parents and peers as their significant others who have the greatest influence on their perception of reading. Based on these findings, it is recommended that (1) other teacher-researchers further investigate the dimensions of reading beliefs, specifically personal and task beliefs; and (2) reading teachers create new positive reading experiences among students to reshape their present negative reading attitudes.

Keywords: *reading beliefs, reading attitudes, McKenna Model of Reading Attitudes Acquisition, reading success, reading engagement*

Reflection

As a reading teacher, I encounter learners who view reading negatively as a boring, difficult, or unpleasant activity. To change this perception, I have often looked into the curriculum or my pedagogy. I would ask myself: Am I not providing enough opportunities for students to develop a love for reading? Am I using texts which are uninteresting or mismatched to the learners' reading skills? By focusing only on these things, the interventions that I employ are similarly concentrated on varying the types and themes of texts and changing my teaching practices and activities in the hopes that I could develop a better reading attitude. I discovered the McKenna Model of Reading Attitudes Acquisition in my search for answers and used it to investigate this gap. I realized that, while it is important to examine the curriculum

and pedagogy, it is also essential to look into the factors that interact in forming the learner's beliefs about reading. By knowing that a learner's reading attitude is also greatly influenced by their families and peers, their past experiences of reading, and their perceived benefit from reading, teachers delve deeper into the factors that could truly help build the learner's positive attitude towards reading.

ABSTRACT

Upgrading the Word Problem Solving Skills of Grade Five Pupils through the Utilization of Mathematics Vocabulary Progression Approach (MVP Approach)

Jayson M. Cruz, MT 1
San Lorenzo Ruiz Elementary School
Ricky A. Concepcion, T-1 / Corrina I. Cruz, T-3
Maybunga Elementary School – Annex
November 2019

The Teaching- Learning Process in the subject Mathematics is not as easy as one, two, three. One of the many challenges in T-L-P of this subject is the pupils' difficulty in solving Mathematical problems due to poor vocabulary skills. In response to this, the researcher utilized the Mathematics Vocabulary Progression (MVP) Approach to upgrade the word problem solving skills of grade five pupils in learning Mathematics. It was strategized into three teaching styles: Word of the day; Mathematics Keywords; and Rewording Technique. It was combined with other techniques like collaborative learning, utilized instructional devices such as meta-cards, television, speakers and computers. Based on the result of the pre-test and post-test, the researcher concluded that the utilization of MVP Approach was indeed effective in upgrading the word problem solving skills of the grade five pupils in learning Mathematics. With MVP Approach, discussing of word problems became easier for both teachers and pupils. It made the pupils have positive attitude toward Mathematics and it helped them more meaningfully in this challenging subject. The researcher employed a mixed of quantitative and qualitative research methodology. Based on the result of the Pretest means which was 6.5 and the Post-test mean which was 17.35, it was revealed that there was a significant difference between the level of word problem skills of the grade five pupils.

Key Concepts: *Mathematics Vocabulary Progression, word problem, Words of the Day, Mathematics Keywords, Rewording Technique, FGD, Intervention, Meta-cards*
Reflection

They say, those who excel in English Subject, are worst in Math Subject and vice versa. For the longest time, I believed it. Meeting a lot of pupils who excelled in

English but struggled in Math. But it should not be like that. The medium of instruction in the subject Math is English, so both subjects should be easily learned by the pupils at the same time. Simultaneously, as pupils learn to solve Math problems, they also learn English terminologies.

Using the MVP Approach as an intervention in teaching word problems to grade five pupils made me realize that the reason why pupils tend to get confused in solving word problems was due to difficulty in understanding mathematics terminologies given in a word problem. But when these terminologies were defined beforehand, key words unlocked, solving such mathematical word problem will not be a challenge anymore.

After doing this action research, I learned a lot of realizations. It is not that the lesson is taught. There should be extended effort in preparations, in strategies, in devices to be used. Specially, when the topics involve word problem, because it is where learners struggle more. Teachers must think of a way on how the teacher's level of mastery of the lesson is clearly transferred to the pupils. I have to innovate, apply effective interventions and use diverse strategies to make my pupils get more interested and love Math too. For this reason, this Action Research made me find another way of effective approach in upgrading my pupils' problem solving skills – the Mathematical Vocabulary Progression Approach or the MVP Approach.

ABSTRACT

Modeling Atoms through Gamification-Based Learning Activities in Enhancing/ Raising Academic Performance of Selected Grade 9 Learners

Jennifer M. Culala
Teacher III
Rizal High School
December 2019

With the observations that students having difficulty in comprehending Science concepts may be motivated through lesson gamification. After realizing how learners play mobile games, so are they can master the concepts of the game as well. This posed the idea that using games in a classroom setting will encourage the learners to be more engaging. It aims to determine the effectiveness of gamification-based learning activities in enhancing academic performance. The study targeted Grade 9 students in sections Danburite and Eudialyte. A quasi- experimental pre-test post-test design was used. Interviews and survey questions were done to gather data. The results shows that the pre- test scores (M= 15. 29, SD= 2.29) and post-test scores (M= 22.48, SD= 4.48) of the control group (Non- Gamification Group) while the pre-test scores (M= 13.48, SD= 3.68) and post-test scores (M= 28.93, SD= 5.43) of the experimental group (Gamification Group). Both groups showed a significant change between their pre-test and post- test scores, but the gamification group exhibited the greater difference. It was also revealed that the post-test scores of the both groups obtained a z- value of 5.77 which implied that using gamification- based learning activities enhanced/ raised the learning of modeling of atoms of the gamification group. Interviews and survey questions after the post-test administration revealed that almost all the students agreed that gamification- based learning activities can help them understand the topic while enjoying and having fun.

Keywords: *Gamification-Based Learning Activities*

Compassion, patience, and understanding are essential values to us teachers in the learning process of our students. The researcher observed through the process of making this study that to reach the maximum engagement in understanding the subject it is vital to capture their attention and make them feel that they are having fun while learning. It is crucial for students to not just learn but allow them to think on their own, and that is how gamification-based learning activities come into play.

This research changed my perspective regarding my teaching strategies and decision-making regarding students' learning. Students must be motivated to think and learn independently using whatever techniques work best for them. Through playing games, students develop independent thinking hands-on experiences which provide them a sense of ownership leading to a raise in their academic performance when aligned to the competencies and learning objectives of the subject area.

ABSTRACT

Harmonized E-Portfolio: A Monitoring Tool to Improve The Academic Performance Of Grade 8-Makabayan Students

Melalaine B. Austria, Master Teacher I - Science
Schools Division Office of Quezon City
July 2022

This study aimed to provide an intervention that will help the students of Grade 8-Makabayan improve their academic performance using an integrative assessment in the form of a harmonized e-portfolio. A portfolio is not new to students and teachers since it was already utilized even before the pandemic. The harmonized e-portfolio in this research is an organized portfolio containing all subjects in one file. The researcher thought of using this intervention to monitor students' academic requirements, especially with online classes during this time of the pandemic for academic promotion. A descriptive research design was used, and purposive sampling was utilized. Specifically choosing Grade 8-Makabayan students, parents, and subject teachers as respondents in a validated tool designed by the researcher and executed through google Forms in compliance with the National IATF protocol. At the end of the school year 2021-2022, 38 or 100% of Grade 8-Makabayan students were promoted. There were many factors leading to these academic promotions, but the assessment done using the validated tool showed that the use of harmonized e-portfolio has a positive impact on improving the academic status of the students. The respondents agreed that the intervention is an effective tool to monitor students' output and provided an advantage in terms of time, effort, and resources. A positive outcome was observed in the use of the intervention, but it is recommended to devise a more effective way to persuade the students create and submit their harmonized e-portfolio on time, regardless of their section or classifications in class.
Keywords: *integrative assessment, harmonized, e-portfolio, intervention*

Reflection

The use of harmonized e-portfolio can be an effective tool for parents/guardians to monitor students' output. This can also be used as an assessment tool by teachers which can be a graded output or simply a compilation of students' activities for monitoring purposes.

But, like the other school projects, teachers may experience hardship in collecting output from the students. Based on the researcher's experienced, an average of 85 – 90% of students submitted output on time. Not to mention the struggling learners, or those that are lacking resources and technical skills – a lesser output often was collected. This is one of the most important points to remember when using this intervention, thus, ample time, clear instructions, and samples, if necessary, must be given. The role of subject teachers in the utilization of this intervention is also important. All the teachers must agree that the harmonized e-portfolio will be utilized and acknowledged by all, so subject teachers will be united in persuading the students. If the student will practice doing harmonized e-portfolio on their own and make it a habit to update their output without their parents or teachers telling them, good study habits will eventually grow and improve their academic performances.

ABSTRACT

Improving Science Process Skills through A-Peer Strategy: A Framework for Scientific Inquiry

Irene Joy B. Dela Cerna
Teacher III
Bangkal High School
Schools Division Office of Makati City
November 2019

The Philippine K-12 science curriculum emphasizes the acquisition of inquiry skills that will contribute towards development of critical thinking in learners. Science Process Skills (SPS) consist of basic and integrated, are the major component of critical thinking, problem solving, and scientific inquiry. Basic processes include observing, classifying, inferring, predicting, measuring, and communicating skills. Integrated processes are formulating hypothesis, controlling, and defining variables operationally, experimenting, and interpreting data. Moreover, effective science demonstration uses fundamental scientific processes that cultivates scientific literacy. With this association, the study was designed to investigate the effects of a researcher- made hands-on science demonstration strategy named A-PEER (Ask-Predict-Experiment-Explain-Review) that promotes students' understanding of scientific inquiry by using science process skills. It employed a one- group pre-test- post-test quasi- experimental design through a purposive sampling technique. In the intervention stage, students presented their chosen hands-on demonstration experiment using the A-PEER strategy. The study disclosed the following findings: (1) positive gain or increase for both basic and integrated science process skills proficiency of students after intervention; (2) lower value of sig. as compared to 0.05 level of significance proves that the A-PEER strategy has a significant positive effect on the science process skills proficiency of the students. This study suggests that learners should be exposed to genuine scientific experience that will enhance their science process skills and eventually improve academic performance. It is recommended that teachers should adopt and implement inquiry-based intervention strategy that stimulates understanding of key concepts and integrates sound scientific principles using science process skills.

Keywords: *science process skills, inquiry-based intervention, scientific literacy, science demonstration*

Reflection

The ongoing struggle of students' poor achievement level in Science is one of the most pressing problems facing education today. It has always been observed that Science together with Mathematics consistently obtain the lowest mean percentile rank (mps) in any national standardized test. This dilemma motivated the researcher to employ an intervention strategy that will motivate students to

learn Science and stimulate their higher cognitive skills. The A- PEER (Ask-Predict-Experiment-Explain-Review) strategy teaches not only scientific content but emphasizes scientific process skills as well. Science is not just content and if the stress is shifted from content to process, then content would be automatically incorporated but much more relevant.

The A-PEER intervention strategy was adopted as a classroom intervention by Science teachers of Bangkal High School last school year 2019-2020. Through LAC collaborative learning sessions, the researcher cascaded the use of A-PEER, as an inquiry-based strategy used to design scientific classroom demonstrations. Students easily grasp essential science concepts when they realize its relevance in their lives. The main purpose of A-PEER is to incorporate content knowledge and science process skills (SPS). In congruence with other research, improving the science process skills of students foster conceptual understanding, critical thinking, and higher order thinking skills.

ABSTRACT

Enhancing Academic Achievement of Students of Manuel Luis Quezon High School through Performance Tasks Pacing Guide

Ryland A. Ruiz, MT I
Jose Lorenzo O. Espina, T II
Jeremias Fortu, MT I
November 2019

Social media has become the avenue of students to air their sentiments and frustrations in their scholastic performance. This shows negative feelings towards how performance tasks. This, coupled by observations regarding low compliance and quality work of the students, led the researchers to propose an intervention through a performance task pacing guide (PTPG) which hoped to help students to plan, do, and submit their performance activities. The PTPG aimed to limit performance tasks by multidisciplinary integration of all activities and provide target dates of completion for each performance tasks. The initial PTPG was developed and discussed by grade 7 subject teachers and was explained how to use to the selected study group. The grade 7 students who used the PTPG were then interviewed through focused group discussion to gather their thoughts and feelings towards the intervention followed by imagery activity to have an idea of how students view the tool. The results showed positive outlook towards PTPG by helping them save and maximize their time to achieve school- social life balance. It is recommended that an analysis of the performance tasks be conducted to assess how it can be integrated to limit the number of tasks given to the students. It is also recommended to quantitatively assess how the PTPG can affect the academic

performance of the students.

Keywords: *performance Tasks, Pacing Guide, Academic Achievement*

Reflection

        Although performance tasks enable learners to have a meaningful learning, too much and unmanaged tasks can rather be counter-productive. Some students of Manuel Luis Quezon High School express their feelings of displeasure and fatigue due to the relentless practices and preparations for performance tasks in different subject areas. On the other hand, teachers' experiences showed that many students fail to completely comply with all the given performance tasks.

        We learned that students tend to prioritize task in one subject than the others resulting to incomplete tasks. And this provided an opportunity for us to craft Performance Tasks Pacing Guide, to address these issues.

———————————— Λ ————————————

ABSTRACT

Project Maagap (Magulang Ay Gabay Sa Pagbasa): An Intervention Program to Improve The Reading Level of Grade Two-Agila during School Year 2020-2021

Ginazel A. Ginez
Teacher III
May 2021

        Education alone cannot completely meet the needs of the changing society and the school alone cannot fill in completely what is needed and relevant for the education. Parents need to play a supportive role in education for the sake of holistic development and Philippine government must consider the enactment of a council or policy for family affairs. The general intent of this study is to determine whether Grade Two- Agila pupils' reading comprehension skills will be affected by parent involvement intervention which consisted of reading together with their child at home. The researcher will send a brief letter to parents inviting them to the workshop and asking them to consider participating in the intervention. Parents and caregivers will give the opportunity to attend a workshop focusing on strategies and best practices to use while reading at home with their child. Parents and caregivers who were not able to attend the workshop will be given a hand-out outlining the key points. The highlights will be how parents can use social media to create a culture of reading at home. The objectives of the workshop are to explain and provide examples of reading strategies and how to use them while reading at home with a child. The difference between a child's independent reading level and instructional reading level will be also discussed followed by examples of levelled

ABSTRACT

Audio-Assisted Reading: A Strategy to Improve the Reading Comprehension of Selected Grade 9 Students of Lakeview Integrated School

Maygleen L. Lunar
Teacher I-English
January 2020

Reading proficiency is crucial to academic success. However, despite the increasing demand for individuals' ability to make sense of printed information, not all Filipino learners efficiently acquire that ability. This is true in the context of Lakeview Integrated School (LIS). In grade 9-garnet alone, 36 learners were found to be reading at the frustration level. This study was conducted to respond to the reading gap in the class. It featured the use of audio-assisted reading as an intervention strategy. Using the experimental design, 20 randomly selected learners reading at the frustration level were assigned to either the experimental or control groups. The experimental group had lessons using audio-assisted reading, while the control group had traditional silent reading. The t-test showed a significant difference between the two groups, confirming that audio-assisted reading better enhances comprehension skills than traditional silent reading. Survey results also showed that the experiential group learners hold a positive perception of the strategy because of its effectiveness and enjoyability. Considering the findings, the continued implementation of audio-assisted reading and its expansion to include learners in other classes are recommended.

Keywords: *comprehension, audio-assisted reading, silent reading, effectiveness, and enjoyability*

Reflection

I know that reading is one of the most important skills that a student must learn to be successful in life. However, it was heartbreaking to know that most of my students read below their expected grade level. At that very moment, I felt that I must do something to improve their reading comprehension. Subsequently, I looked for a reading strategy that will assist them in enhancing their reading skills, and I found out from different studies how effective audio-assisted reading was. Though I had the reading strategy, it was not easy to look for and choose appropriate reading materials for my struggling readers. However, my colleagues alleviated those difficulties. They provided me with reading materials and gave me ideas on how I can effectively manage my intervention. I learned that collaboration has an impact on making a reading intervention successful. Through this research, I also saw the importance of listening to the voice of the participants. This helped me make the necessary adjustments to enhance the reading materials and the strategy. Since the strategy showed a positive result in my recent study, I am currently using audio-assisted reading for struggling readers.

ABSTRACT

Project Dimapelez: An Instructional Model for Learners with Special Educational Needs (LSEN) to Improve the Academic Performance of Select Grade 8 Classes Of Muntinlupa National High School-Main

Alfatima A. Dimapelez - Teacher III
BERF
April 2020

Inclusive education is one of the strategic thrusts of Muntinlupa National High School in response to DepEd Intermediate Outcome (IO) indicating that "Learners access programs responsive to their needs and consistent with their interests and aptitudes." Thus, the teacher must be creative in designing classroom learning programs while implementing inclusive education for learners with special educational needs (LSEN). The use of Project Dimapelez (Specialized Mentoring) as one of the instructional models in the classroom has proven a significant role in improving the academic performance of both regular students and the identified Learners with Special Educational Needs (Autistic and amputee students) from Grade 8-Baby's Breath and Begonia of Muntinlupa National High School-Main. It helps and addresses the special needs of the student with a disability as it also helped the regular students recall and master their lessons during and after the process. Through Project Dimapelez, both the mentee and the classmate-mentors developed good motivation, plans, clear goals, and direction. The results of the study showed that the entire class had an improved academic performance based on their general averages from First Grading to Third Grading. Project Dimapaelez, as a mainstream instructional model, provided a remarkable learning environment where both students with or without disabilities had learning and interaction as equal individuals in the classroom. Using Project Dimapelez as part of the school retention strategy in the School Improvement Plan would help all learners gain access to quality education and continue creating opportunities for lifelong learning.

Keywords: *mentoring, academic performance, a learner with special educational needs, student with disabilities, inclusive education*

Reflection

I never imagine myself handling learners with disabilities. It's not that I don't value them but it's because I don't have any training on inclusive education during those years in this research. It was a very challenging and worthy experience for me. It widens my understanding and appreciation of students' abilities and disabilities. I gain so much patience, knowledge, teaching strategies, and amazing experiences through this study.

In my opinion, anyone can teach and welcome learners with a disability, if they have the heart to treat them equally, they have the hand to give them the opportunities they deserve, they dare to address their needs, and they have the passion to transform them into a better individual despite all the challenges and learner's tantrums. I hope, all schools will open their heart to welcome them and give proper training for teachers so that we can give an accurate assessment and responds to the needs of all types of learners. It is not enough

that the teachers are willing to teach them, we also need to ensure that our school followed the standard guidelines for inclusive school facilities. Let us capacitate all teachers and break boundaries for all our learners!

ABSTRACT

Project READY (Reading Engagement and Development Among the Youth): An LCP (Learning Continuity Plan-Aligned Reading Intervention Program for Struggling Readers of Lakeview Integrated School

Eunice C. Tiad
Teacher I
October 2022

There is no denying that literacy is one of the most vital skills in a modern knowledge-based society. Cognizant of this, the researcher maintains a commitment to improving the reading performance of her students through intervention activities. This research was conducted to find out whether READY Reading Engagement and Development among the Youth) would enhance the reading skills of 20 JHS learners. These learners were found to be reading below their expected level. She was adopting the descriptive quasi-experimental one-group Pre-Test–Post-Test design, quantitative data through experimentation. The paired samples t-test showed that the group performed better in reading after participating in the program. Moreover, data obtained through a survey revealed that the learners hold a positive perception of its effectiveness. In consideration of these results, the researcher developed an action plan for strengthening the implementation of READY at LIS.

Keywords: *LCP-aligned reading intervention, ICT-based instruction, localization, audio-assisted reading, descriptive quasi-experimental one-group Pre-Test–Post-Test design, paired-samples t-test*

Reflection

"None of us got to where we are alone. Whether the assistance we received was obvious or subtle, acknowledging someone's help is a big part of understanding the importance of saying thank you."—Harvey Mackay

Conducting the program Project Ready amidst pandemic was really challenging. This challenged me to give my full blast to reach out to students who needed learning support. I couldn't meet them face to face and the only connection we had was through online meeting (zoom meeting). Truly the internet had played a big part on this program, although there was a time when connection was not good,

and students cannot join because of the lack of financial. The struggle was real, but as teacher who aimed to help struggling learners, we provided load for them so that they won't miss the online kumustahan.

I was challenged to prepare localized answer sheets and video materials for students with the help of the English teachers. Through these materials we were able to impose learning without us facilitating the students face to face. Videos and answers sheets were sent to students to be answered at home with their parents as their facilitator, then we would meet them through online kumustahan to check on their task. These challenges had made me realized that if you truly have the heart to teach and help students you would not think of difficulty and struggle, but you would always look forward to what's best and good for everybody. You would always look forward to your goal.

I was also grateful to all the teachers and parents who gave their full support to students in doing the task and monitoring them at home. It was a great experience to make this program a success and at the same time, students had learned. It was a heart-warming feeling to hear the feedback of students that they found the program enjoyable, fun, and they had learned a lot.

With the help and support of everybody in the English Department

---

ABSTRACT

The Relationship of English Proficiency and Academic Performance in Mathematics of Select Grade 6 Learners: A Basis for Intervention Program

Marie Carla B. Alivio
Master Teacher I
April 2022

Based on the result of PISA 2018 and TIMSS 2019 Philippines lagged among other participating countries. It shows poor performance in English and Mathematics. This is similar to the result of the Division Achievement Test 2019 (DAT) in the Division of Pasig. The Grade 6 learners also showed weak performance in Mathematics and English. This study aims to measure the relationship of English Proficiency and academic performance in Mathematics of 305 grade 6 learners in five different schools in the Division of Pasig. A descriptive-correlational method is used in the study to identify the relationship of English Proficiency and Mathematics Performance of Grade 6 Learners. The Modified standardized questionnaires were distributed to the respondents online. After the data were gathered, analyzed, and interpreted the result revealed that the performance of the Grade 6 learners in English and Mathematics falls under the No Mastery Level. It shows that there is a positive strong correlation between English proficiency and Mathematics academic performance of grade 6 learners. Also, analysis reveals that English

proficiency affects academic performance in Mathematics. With this result the researcher proposed an intervention program, that aims to improve the English and Mathematics performance of the learners. The researcher also proposed a Monitoring and Evaluation Plan for the improvement and success of the program. Keywords: *English Proficiency, Mathematics Academic Performance, correlation, reading comprehension, and intervention program*

Reflection

The findings of the study imply understanding the relationship between the Mathematics Achievement test and English Proficiency. It is vital in making a program to uplift the education system. This could help administrators and educators to provide programs that are relevant and effective. The results of the different standardized tests are a wake-up call to all educators to develop an intervention program that will enhance the performance of learners and will help to bridge the learning gaps and losses of learners as a result of the pandemic in our education system, particularly in English and Mathematics. Furthermore, it is also essential that each intervention program is properly monitored to ensure that the objectives of the program are being met. The cooperation of parents, teachers, learners, and stakeholders is indispensable in making an intervention program successful.

Since the Division of Pasig is encouraging teachers to use an integrative assessment in measuring the learning of the learners, integration of Mathematics and English topics during webinars and training for teachers should be also conducted.

ABSTRACT

Una Ang Pagbasa Sa Batang Les- A Reading Intervention of Llano Elementary School

Jorie B. Bonganay
Marites B. Cruz, Ph.D.
2021

Today's new normal setup of education teachers experience difficulties and challenges in delivering quality education to our learners. Teachers need to find ways to ensure learning continuity of the learners amidst the threat and uncertainties brought about by COVID-19 pandemic. Teachers need to be equipped with essentials skills, strategies and intervention to response the new trends on blended teaching in reading practice for improving the learners reading level. Thus, through utilization of videos and other online techniques in reading can contribute to enhancing reading performance of Grade 1 learners. This study aimed to determine the reading profile of Grade I learners in terms of Step Guide to Reading, Fluency

and Reading Level, and its impact and effectiveness of Una ang Pagbasa sa Batang LES Reading Intervention to target improve the reading level of the pupils. It employed the descriptive-survey method to describe, record, analyze and interpret data. Participants were selected through purposive sampling technique. It utilized questionnaire in the form of checklist, observations, interviews, pupils reading materials, videos, Gmeet for study online and teachers records on reading assessments. The study found out that the pupil-respondents obtained higher mean score of 8.04% increment in the posttest in English Reading Level while 14.77% overall increment in Filipino Reading Level which are higher than in the pretest with mean scores. However, results revealed that there is significant difference between the pretest and posttest mean score of the pupil-respondents as shown by computed mean score overall of 14.77% increment in Filipino while 8.04% increment in English. Likewise, the pupil-respondents obtained overall 56.44% increment in writing development. On the other hand, the teacher-respondent rated as Effective the reading program the criteria for Effectively of Reading Program and Highly Effective for the criteria of the implemented strategy and techniques in reading program. Moreover, the study recommended that Reading Intervention "Una ang Pagbasa sa Batang LES" caters all the non-readers for reading development. It should be further improved and for use to the pupils with special needs.

Keywords: *reading Fluency, level, performance, writing development, academic achievement.*

Reflection

Teaching reading online is not an easy task. It involves dedication, compassion and most especially an investment of great endeavor and motivation in order to success. The key factor of success is collaboration with parents. The parents support and cooperation make a bold step towards achieving the target goals. In order to be more interesting in teaching reading, the teacher should motivate learners to ignite their desire to read. You must include engaging online reading activities that is not usual. It is more interesting if the teacher should present audio visual presentation while telling and reading the story. More video materials that integrate reading and most especially it is appropriate to the age level of learners.

ABSTRACT

Designing a Learning Material on Introduction to Adobe Illustrator for Grade 10 TLE-Illustration using Demonstration Learning Approach

Gilbert E. De Castro
Teacher II
Navotas National High School
2021

COVID-19 pandemic affected the lives of the human beings-from food, work, study, and others. This pandemic also disturbed the delivery of quality education in the country. Thus, the Department of Education shifted the opening of classes to the latter part of the year to prepare for the implementation of the different distance learning delivery modalities. For the researcher, it is important that the students must be acquainted with the window of Adobe Illustrator as it will improve their workflow. Thus, the researcher sought to design a learning material on Basics of Adobe Illustration for Grade 10 TLE Illustration using the Demonstration Learning Approach. The study utilized the descriptive development design to describe the processes involved in the development of the learning material. One-group pretest-posttest design was used in this study. Using simple random sampling, forty (40) students from Grade 10 – Love were selected. Paired-Samples T-test was used to analyze the data gathered which compares the mean scores of the pretest and posttest. The study found out that to preserve the quality of the developed material, it underwent (5) different phases, namely: planning, development, validation, production and reproduction, and distribution. The demonstration learning approach helped the students learn Illustration skills even if they don't have a working computer. To determine its effectiveness, the researcher used a one-group pretest-posttest design; and selected 40 students from Grade 10 – Love using simple random sampling. The data gathered were statistically analyzed using paired-samples t-test in comparing the pretest-posttest mean scores. The computed t-value of --22.33 and a p-value of 0.001 which is less than 0.05 suggested a statistically significant difference between the mean scores of the pretest and posttest. The learning material was developed and validated for use of Grade 10 students of Navotas National High School. Incorporating the demonstration learning approach in developing a learning material was found effective in enhancing students' critical thinking. The researcher recommend full utilization of this material and teachers are encouraged to incorporate a problem-based learning approach in teaching Illustration. The researchers recommend full utilization of this material and teachers are encouraged to incorporate problem-based learning approach in teaching Illustration.

Keywords: *learning material, learning approach, validated learning materials*

Reflection

This research explores more opportunities to deliver quality education that the new generation of students needs. It may be challenging, but a resilient way to educate the youth. Thinking out of the box is already outdated but thinking beyond the box is the new norm. Making supplementary materials really helped teach students, especially if it undergoes a good process and validation. Employing demonstration learning approach in module-making is challenging to teach a skill. Just be careful and creative in making the material suitable for different types of learners.

ABSTRACT

Enhancing the Reading Performance of grade 1 Beginning Readers using Video tungo sa pagbasa – approach (VTSPa)

Maria Romina E. Labrador
Teacher III
March 2021

Reading is an essential skill that children must master to be successful in school; it is needed to grasp most subjects and lessons offered. But because of the problem brought about by the COVID-19 pandemic, one of the problems met in our school is how to help children who have difficulty learning to read. Hence, the Video Tungo sa Pagbasa (Project VTSP) was created in order to help children bridge their ability in beginning reading to become functional and developed readers. The researcher facilitated this project to 18 non to struggling readers, one group acted as a control group and the other an experimental group. After class, the students in the experimental group were asked to watch short teacher-made reading video lessons that will help enhance their beginning reading skills in Filipino. Close monitoring of the pupil's improvement was assured through Pre-Test, Post-Test, daily assessment using Kahoot. The result of the study showed that there is significant change in the ability of students in beginning reading after the program. The videos were very engaging and captured the learners' attention while also teaching them to improve their listening skills, master letter sounds, build vocabulary and develop their phonemic awareness. Nothing beats face-to-face instruction but in the midst of a pandemic, where learning gaps and losses were evident, the VTSP Program can serve as a powerful reinforcement for learning. A parallel study could be conducted by other teacher-researchers to validate the effects of the intervention in enhancing the performance of beginning readers.

Keywords: *struggling readers, beginning reading, phonemic awareness, reading videos, sound boxes*

Reflection

The suddenness and uncertainty of COVID-19 rushed our educational system's response to the changing learning landscape. With the Department of Education's battle cry, "Learning must continue," everyone was forced to adapt and find new ways to continue teaching and learning. During this period, technology has provided innovative and resilient solutions to address the gaps and losses. Nothing beats face-to-face instruction but in the midst of a pandemic, where learning gaps and losses were evident, short teacher-made learning videos can serve as a powerful reinforcement for learning. A successful collaboration of teachers, parents, and other stakeholders with the aid of technology is pivotal in helping children become better readers. This study has convinced me that by using technology-supported asynchronous learning videos, teachers can increase student engagement in both online and on-site learning. These learning videos combined visual and audio cues are very engaging, arouse learners' interest, and serve as important reinforcement for learning. Because these videos are asynchronous, students can watch them whenever and as many times as necessary to ensure mastery.

ABSTRACT

The Use of Project S.I.M.P.L.E (Science Interactive Materials: Play, Learn, and Enjoy) in Increasing Grade 10 Students' Learning Engagement in Science

Louie De Leon Odulio - Teacher III
BERF
July 2022

As the country strives for greater heights in education, the Department of Education plans to continue learning despite the challenges posed by the COVID-19 pandemic. Distance learning will undoubtedly be an important mode of learning delivery in the coming school year. Distance learning requires technological solutions. So, a request for possible intervention for learning. The main purpose of this action research was to determine how effective these interactive learning materials are as a teaching and learning tool in increasing students' engagement in doing tasks in synchronous and asynchronous classes.

A mixed-method research design was used, with both qualitative and quantitative methods. Pre-test/post-test scores, interviews, students' reflections posted on Padlet, focus group discussions, and teachers' observations were used to collect data. Quantitative data were statistically analyzed using frequency count, percentage, mean, standard deviation, and mastery level computation. The qualitative data were coded and thematically analyzed. All responses from the interview, focus group discussion, and students' journals were transcribed, coded, and narratively analyzed for the presentation of the results.

It was determined that students exposed to interactive learning materials improved and performed better. The findings show that student engagement is high, as

all students who participated submitted the required output. Additionally, as evidenced by the results of the pre-test and post-test, there is an improvement in the student's performance and level of development after being exposed to interactive learning materials.

Keywords: *student engagement, blended learning, interactive learning materials, improvement, mixed-method, kaunlaran high school*

Reflection

Teachers use various methods to engage students in learning as they strive for greater heights in education. Teachers must find new ways to motivate students to learn and study more. The various teaching approaches are intended to assist both students and teachers in addressing the difficulties of the modern standard, paving the way for the development of materials that will support students' education even in the event of a pandemic. As education progresses, one must recognize that materials used in teaching are an integral part of the process. It will build many bridges that connect what the teachers want to convey and be able to impart knowledge using different materials even during the pandemic.

During the research, there will be numerous encounters with problems, not only with the teachers but also with the students. The most difficult part is determining how to make the material more interactive and appealing to students' eyes, how to help students understand specific science topics, whether the material will be effective if students use it during asynchronous classes, and how to transcend information with the students. The process may be difficult because it requires students to follow instructions and better understand the important ideas and information from the materials.

Creating materials will greatly assist students in learning and engaging in learning. As a teacher, you must always strive to develop materials that will aid students in their understanding.

ABSTRACT

The Use of MATHUT-O.K: A Focus and Schmooze Strategy in Online Mathematics Learning in Mathematics to Increase the Promotion Rate in Statistics and Probability

Annalie DC. Taguiam -SHS Teacher III
BERF
August 2022

The covid-19 pandemic intricacy has made an impact on the education system globally. Students need more time to be ready and adapt to online learning; a change from conventional face-to-face classes to virtual classes has distressed the students. Furthermore, the various learning styles and strategies employed in online classes have raised significant concerns among educators. It is on this premise the researchers' goal is to develop an online learning strategy that can boost students' promotion rates in statistics and probability based on these concepts.

Using convenience sampling, the study's participants are Grade 11 SHS students of Kaunlaran High School. Two tests were developed to determine whether the method used had a substantial impact.

Descriptive statistics and paired t-tests were used to analyze and interpret the data. The following conclusions are drawn there is a significant difference in the academic performance of in-active and nonperforming students. There is progress in the performance of the students. Learning gain was evident from the results of their progress and assessment tests.

The study's findings suggested that using the MATHUT-O.K.: Focus and Schmooze Strategy, students' academic performance in statistics and probability was improved and effective in increasing student involvement in the teaching and learning process, which increased the academic performance and promotion rate of the students. The results of this study may inspire educators to use and embrace MATHUT-O. K. to organize and enhance their academic lessons more effectively.

Keywords: *academic performance, nonperforming students, mathu-t.o.k. strategy, peer learning, schmoozing*

Reflection

The impact of the pandemic on the students' learning was significant; it widened the preexisting opportunity and achievement gaps, hitting historically disadvantaged students with no internet access and gadgets and even loads that can provide them the opportunity to engage in virtual classes synchronously and asynchronously. Indeed, it was challenging for educators and students to surpass education during the pandemic.

Due to the experiences that the researcher encountered, the hurdle times we wanted the learners to attend classes and learn in the trying times brought about by the pandemic, The heart of the research is the concern, compassion, and consideration for the

learners, to give them a chance for equal opportunity to learn even pandemic and to save them from dropping out from school.

In the conduct of research, the flexibility and skills of the researcher have been tested in the manner of finding effective ways and suitable processes and presentations

———————— ⟁ ————————

ABSTRACT

Project Lesson-Assisted through Videoconferencing (LAV): Increasing Online Participation of Grade 6 Students

Maria Virginia E. Egipto
Teacher III
March 2022

With the pandemic hindering physical face-to-face classes, videoconferencing has been an alternative way in interacting with the class. The decrease of attendance and participation in online videoconferencing classes has been recorded and observed. Before the 3rd quarter, an average of 40% of the class attended video conferencing. After 2 months, 1-5 students or 12% frequently attended the videoconferencing per class. Students started to have routine fatigue and abruptly decrease participation even in messenger synchronous classes due to economic problem and low motivation. Project Lesson-Assisted thru Videoconferencing (LAV) aims to provide opportunity to students who can afford online and collaborate with other students virtually. The research used qualitative method to evaluate the outcome of the project. It is implemented to Grade 6 students who can sustain online class discussion every day. In pre-implementation stage, consolidation of lists, securing of parent's permit, and assigning of teacher and schedule were facilitated. In the implementation stage, videoconferencing was conducted. Evaluation forms were given in the post-implementation stage. Results of the evaluation were analyzed qualitatively. Based on the result, 96.7% learned from the videoconferencing than the usual messenger. Also, parents commented that the project lessen the additional time they spent with assisting their child. Based on the evaluation the following were recommended for improvement or modification: 1. Near lunch breaks should be considered in subject schedule. 2. Instead of extending the time, as most of the comments suggested, maximizing the time should be observed. 3. Ensuring that teacher's internet connection is always fast and stable.

Keywords: *innovation, Videoconferencing, Online learning, LAV*

Reflection

During the pandemic, the assurance of quality education and the constraint of time and venue is at stake. With DepEd's goal that no child will be left behind, a

lot of policies were made, innovations and teachers' initiative were tapped. While the School year is ongoing, I felt that conducting online classes to each class with decreasing online participation became burden to us. Coming up with this project, I think that it will best save the time of the teachers and students and increase productivity among us.

During the implementation, aside from the limitation and connectivity issues, sustaining the interest of the students is one of the challenges I have encountered. Teachers must be more creative and innovative in presenting the lessons. Teachers prepared more interactive materials to sustain their attention. With this project, it comes to my attention that gadgets can be used productively and meaningfully. From restraining the children to use the gadget to providing them productive applications to use. However, thought arises of continuing the project even though the pandemic ends or recovering from it to provide solution to student-teacher ratio in face-to-face classes. Overall, it is satisfying to read the parents and students comments appreciating the project.

ABSTRACT

Improving the Academic Performance and Attitude of Fifth Graders in Mathematics through CAI-COLE Strategy

Reymund C. Lozano
Teacher III
Nemesio I. Yabut Elementary School
January 2020

Mathematics teachers at present have experienced real great challenge for a considerably low achievement in mathematics and a relatively low self-efficacy among students who are impatient in solving mathematical problems. This study aimed to determine the academic performance and attitude of Grade V- Laurel pupils of Nemesio I. Yabut Elementary School in Math using the CAI-COLE strategy. This study utilized quantitative and qualitative research design to collect, secure and analyze data. The 35 pupils underwent a 40-item pre-test to check their prior knowledge in performing addition of mixed fractions with and without regrouping and a post-test administered after the intervention is utilized in the study to determine the academic performance and attitude, if any, improved. The Pre-test mean was 14.20, the Post-test mean score was 34.06. The data were processed using the SPSS and analyzed through the Paired Samples T-test and Eta-squared. The result revealed that there is a significant difference between pre-test and post-test scores, and the intervention had a large effect to the academic performance and attitude of pupils towards Math. Answered written interview questions by the respondents reflected that they engage, enjoy, and learn the mathematical skill

using the CAI-COLE strategy. Based on the findings, CAI-COLE strategy had improved the academic performance and attitude of pupils in performing addition of mixed fractions with and without regrouping. Thus, the researcher recommended that Math teachers and other subject teachers should endeavour to use CAI-COLE Strategy in the teaching learning process.

Keywords: *strategies, Computer-Assisted Instruction, Cooperative Learning*

Reflection

One of the most utilized teaching strategies of teachers is the combination of Computer-Assisted Instruction (CAI) and Cooperative Learning (COLE) in their delivery of instruction as its main objective is to ensure that learners master the mathematical skills, competencies and concepts taught to them.

The utilization of CAI-COLE strategy can improve student learning and attitude towards the subject being taught to them. Learners learn best when they are given the opportunity to explore, to engage, to discover, and to integrate their own experiences with the new concepts they are learning.

This teaching strategy makes the learning active, experiential, and realistic. They learn faster when they collaborate and actively process meaningful information especially in performing addition of mixed fractions with and without regrouping.

Thus, teachers should endeavour to use CAI-COLE strategy to improve pupils' academic performance and attitude and develop critical and problem-solving thinking skill.

<center>**ABSTRACT**</center>

Frayer Model as Instructional Material in Improving the Academic Performance Of Grade Four Learners in Science

Shirly May T. Balais
Teacher III
Francisco Benitez Elementary School III
August 2021

The Frayer Model as an instructional material during online classes helps students determine or clarify the meaning of the science words or concepts encountered while listening, reading, and viewing texts. Since there is limited interaction between teachers and students in the online setting, a good strategy is needed to ensure that students are learning. The use of this graphic organizer supports students' acquisition of new science words by providing them with a structure to examine words for their definitions, characteristics, example, and non-example. This study aimed to assess the effectiveness of the Frayer Model as an instructional material in improving students' science learning. It employed a combination of Qualitative and Quantitative Methods (pre-experimental research) and the participants were the students who are attending online classes. Data was collected qualitatively through interviews with selected participants, teacher observations, and document analysis, and quantitatively through data triangulation. The assessment results showed that students' comprehension had improved. The Frayer Model was found to be effective instructional material for expanding and enriching students' science vocabulary. This also assists students in grasping, understanding, and communicating appropriate science concepts, and the incorporation of imagery makes science learning enjoyable. With limited interaction between the teacher and students in the online set-up, the study concluded that the instructional material is more effective to use in a face-to-face class where the teacher can provide immediate feedback and assistance to students.

Keywords: *Frayer Model, organizer, assessment, concepts; observation, perceptions*

Reflection

Teaching science concepts to students necessitates a good teaching strategy as well as effective instructional material to ensure that students understand not only the meaning, they memorize but can also give an example and demonstrate its meaning through illustrations.

The use of graphic organizers can assist students in visualizing and constructing ideas. The use of graphic organizers in science teaching helps students quickly grasp a word or concept.

As an instructional material, the Frayer Model enables students to easily understand the word, expand their vocabulary, and gain a deeper understanding of the science concept. Students' academic performance is likely to improve if they can more easily understand science concepts using the Frayer Model. Since science education is based on concepts, students must understand the meaning of each concept.

This, however, can be used as an assessment tool to assess students'

comprehension of the lessons taught to them.

ABSTRACT

The Use of Blended Learning Approach in Enhancing the Science Academic Performance Of Grade 9 Students in Constellations

Hazel Dawn V. Pascubillo - Teacher II-Science
Hernanie B. Nacario - Master Teacher I - Science
Schools Division Office of Valenzuela City
March 2021

This study was intended to examine the effectiveness of Blended Learning with respect to the level of mastery of the Grade 9 students in Constellation. Blended Learning is an instructional approach. It is a method by which the researchers combined face-to-face instruction and technological integration in the classrooms. The design of this research was Quasi-experimental. The participants of this research were the two sections from Grade 9. Grade 9 Calcium served as the treatment Group and 9-Neon as the Comparison Group. The instruments used were Pre-test and Post-test. The research started by giving two groups a pre-test before using Blended Learning. After executing the blended Learning, the researchers gave a post-test to know the result after doing the treatment. The technique used to analyze the data was the independent T-Test. The comparison group used the traditional method using paper and pen while the treatment group used Blended Learning. Based on the result, the post-test mean result of 10.9 for the comparison and a post-test mean result of 16.16 for the treatment group. At a 0.05 confidence level, the t-test computed a value of 2.00. Comparing it with the critical t value of 8.33, it can be said that there was a significant difference in the performance of the students on both groups. The used of Blended Learning improved the students' mastery level compared to the traditional method. Undeniably, the students' performance who underwent teaching using the Blended Learning has improved.
Keywords: *blended Learning, Mentimeters, Starwalk*

Reflection

Teachers should be open of accepting the challenges in the field of teaching because students nowadays belong to the millennial era or what we call generation Z. The teacher should provide varied activities so as to devise different techniques to make the learners active during the learning process. The integration of Blended Learning in the classroom as a technique is one of the effective ways to make the teaching-learning process more engaging and interactive, and more so, make the students fully understand the topic. In challenging times like COVID-19 pandemic, a flexible approach requires all the resources that the teacher can use to deliver the lesson for the day effectively. The benefit of technology was enhanced that this period, but the importance of strategies and interventions that the teacher used is given more significant.

On other hand, the researchers encountered an internet connection problem while having the ongoing class using the computers. Weak internet connection and

sometimes loss of connection made the time tighter or less for discussion. At home, some students are only using mobile data which serves as an additional expense for them. Patience and perseverance were needed to troubleshoot the problem. It was quite challenging and fruitful at the end of the day.

The conduct of this study has been a wonderful experience on the part of the researchers. It serves as an eye-opener for the researchers on how a learning technique could affect students' learning and performance. Also, the researchers were happy to see the reactions and eagerness of the students while engaging in Blended Learning. It is a wonderful feeling to see that the students had fun and enjoy the process of learning.

ABSTRACT

TB (Team-Based) Single Bar Musical Instrument as Music Teaching Pedagogical Tool For Public School Teachers

Jericho V. Castro - Teacher I
Schools Division Office of Taguig City and Pateros
March 2020

In searching for the best teaching and learning strategy to make our learners actively participate in music. The researcher used a RADICAL INNOVATION wherein it creates a new approach for all learners to learn the rudiments of music. The researcher aimed that all learners will learn to play the instrument inclusively. Wherein, learning by doing (Dewey) is the main idea of this innovative tool. A single bar instrument that is tuned chromatically is distributed individually and randomly to each learner that serves as their musical instrument. The use of this innovative tool has been piloted to my grade 7 students at Signal Village National High School. And the outcome turned out that no students were left behind. No barriers to individuality for learners to actively participate in the class activity in music. The data collection method employed was Qualitative. Interview, mentoring, and observation of their actual responses with the new instrument needed data. Results indicated significant changes in music class performance using single-bar instruments. A simple measurable workout on the activity the researcher arrives at the following conclusion single bar instrument is an effective tool in teaching and learning music. it is inclusive because music in its very nature – is a complex concept thereby making it exclusive. But the action research has proved otherwise making it less difficult and therefore making it inclusive even to those who are not gifted is beneficial also to non-music major teachers of mapeh. The single-bar instrument should be made available in private and public schools to satisfy inclusive learning of music. The teacher should consider single-bar instruments as one of their innovative tools in teaching and learning music. Department of Education must provide a financial grant for mass production of the single-bar instrument. the school's division office in turn must include a breakthrough of this innovation in its bi-annual inset for music teachers. curricular design must be revisited to accommodate the inclusivity aspect of this action research. copyright, IPO protection, and royalties must be ensured to motivate other teacher-inventors in the

field.

Keywords: *qualitative, performance task, radical innovation, innovative tool, single bar instrument.*

Reflection

As a music educator/ innovator allow me to quote Mr. Shinichi Suzuki founder of the international Suzuki method for music education, who states that Musical ability is not an inborn talent but an ability that can be developed. Any child who is properly trained can develop musical ability just as all children develop the ability to speak their mother tongue. The potential of every child is unlimited. Each learner will benefit from playing the basics before learning to read music. and thus, promoting repetition, both as an initial learning mechanism and as a tool for refinement which will entail group lessons and our learner's natural desire for play and the need for ensemble training.

ABSTRACT

Conducting Formative Assessment in an Online Setting through the Implementation of Blind Response Test

Rowell L. Marquina - Teacher II
Schools Division Office of Muntinlupa City
BERF
January 2021

The COVID-19 pandemic has challenged the Philippine educational system almost to the brink of stagnation. It forced schools to adjust to the new normal, which describes contemporary living amidst the pandemic. Drastic changes must be made in our school settings to ensure the continuity of learning despite the threats posed by the COVID-19 virus. Schools immediately shifted from traditional face-to-face classes to various distance learning modalities requiring teachers to develop and adopt novel pedagogies for their classrooms. To contribute to the solutions to the problem, the researcher developed a formative assessment technique called the Blind Response test. The study intended to determine the impact of the Blind Response test on learners' achievement and explore the learners' perspective on implementing the said assessment technique in their class. With a Mixed-Method research, the study was participated by thirty (30) TVL-ICT students of Tunasan National High School that spanned seven weeks. The study's outcome unveiled that the "Blind Response Test" has significantly improved learners' achievement in the subject Animation NC II manifested by the increases in learners' scores. The data obtained from interviews with the students have formed three emerging themes: freedom of expressing what they know and do not know, the urgency of addressing the learning gaps, and suitability to synchronous online learning.

Reflection

In view of the remits of this study, the researcher finds that the use of the Blind Response test can positively impact the student's understanding of the lesson. As manifested by the scores obtained by the three classes, the implementation of the formative assessment technique, which is the focus of this research, can deliver an increase of at least 20% in the learner's performance which is a substantial elevation, especially for struggling students. Apart from the numbers, the experience the learners gained from the Blind Response test conducted motivated the students to be more mindful of their learning. The Blind Response test creates an avenue for teachers to gain genuine insights into their learners' understanding of the lesson, as manifested by the student's responses to questions while being blindfolded. These insights will help the teacher concretize the learner's knowledge of the concepts they have correctly answered because it will be responded to by praise. It will provide hints for teachers to perform corrective teaching as indicated by their incorrect responses. On the side of the learners, implementing the Blind Response test in class invites them to show their teachers their actual gain from the topic discussed. It helps create an atmosphere where the students can help their teacher unravel their difficulties and address them by corrective teaching as a feedback mechanism. The critical aspect of this research was using quantitative and qualitative methods to establish a clear and valid description of the Blind Response test's significance. The quantitative approach gave value to the impact of the formative assessment in terms of differences in scores that can be easily observed and validated. The qualitative technique supported the expression of the learner's perspective of the Blind Response test, which narrated its impact on the student as a recipient of its benefits.

For future implementations, the number of participants must be increased to understand the impact of the Blind Response test coming from broader demographics. Including a more significant number of participants will also help determine the effectiveness of the Blind Response test with reference to the number of students.

ABSTRACT

The Genesis of Research Champions: A Supplementary Learning Material in Improving Conceptual Understanding in Practical Research 2

Ronnel Franco G. Landrito, Mark Kervin Y. Alcantara, & Christian I. Dalmacio
STEM Teacher I, HumSS Teacher II, & STEM Teacher I
BERF
January 2022

In this challenging world, one must be able to respond accordingly to its fast-paced and technology-driven society. Through research, one can be equipped with the knowledge and skills to face the challenges the world has to offer. "The Genesis of Research Champions" is a supplementary learning material in teaching and learning Practical Research 2 for Grade 12 teachers and learners. It is a response to the modern and challenging times of today's world. This study made use of a descriptive research design for the validation phase. The material was validated by a group of experts and received a very satisfactory rating in terms of (1) content, (2) format, (3) presentation and organization, and (4) accuracy and up-to-datedness of information. The topic used was under the least mastered skills. Quasi-experimental research was employed to validate the efficacy of the learning material. The performance of students who utilized the material was intensively monitored. Comparison of results in the pretest and posttest have revealed significant differences. This suggested that the use of the supplementary learning material significantly contributed to the mastery of the lesson and an effective remedial tool in overcoming content difficulties in Practical Research 2. With this, it is hoped that learning will continue not only in the four sides of the classroom but also in their homes with the guidance of their parents or guardian. Thus, making learning more effective and efficient.

Keywords: *teaching and learning, practical research, quasi-experimental, Cupang Senior High School – Muntinlupa*

Reflection

They say that luck is when preparation meets opportunity, and for the longest time, the researchers have been waiting for that lucky break. The researchers started teaching and doing research stuff in 2017, and the researchers always wanted to be recognized and be given a platform to showcase the researchers' potential. This study became successful because of the their jubilant spirit and hope to cater to the needs of every learner that faces difficulty in practical research. With the help of their team (colleagues), they are one step closer to building a community of logical and critical thinkers. It is their hope to have a globally competitive, self-sufficient community. They believe that with enough capacitating of teachers and funds for the creation of supplementary learning materials, future implementation of the intervention will cater to more students who want to excel in research, and other subjects as well.

ABSTRACT

Watch, Imitate, Say a Loud, and Take Note (WIST) in Teaching Phonics to among Grade Seven Learners With Reading difficulties

Airanica C. Puato, Teacher I
Schools Division Office of Valenzuela City
BERF
February 2020

Every educator's grievance in today's education is the student's loss of enthusiasm in reading. Considering the alarming and noticeable changes in the bloating number of frustrated readers, the study proposed a strategy that may be influential and may impact and contribute to invigorate the losing interest of individuals in reading. Inability to strengthen this skill will not solely affect their English competency but across the other learning areas as well. This study targeted the efficiency of Watch, Imitate, Say-a-Loud and Take note (WIST) stratagem in teaching phonics to the learners with reading difficulties in Grade 7 students.

Proving its efficacy, the researcher used two sections in Grade 7 which were examined. Furthermore, the researcher employed two relevant indicators: first, the students' reading skill improvement in the usage of WIST in learning phonics which was determined through the test result of pre-test and post-test in experimental and controlled group; second, the influence and impact of the proposed strategy in the learner's participation in class – how they perceived it. Numerically presenting the evidence, the progress was apparent on the pre-test and post-test scores of experimental than the controlled group. Improvement in performance of the experimental group through its implementation was verified.

Thus, any educator within or across different learning areas may adapt the recommended stratagem that encouraged multi-sensory learning that will surely captivate the active millennial. Additionally, it will be both beneficial to the educators and students: less talk for the teachers and ensured engagement for the students. This method will assist students in mastering the competency-based skill while providing another possible future strategy for the teachers to employ inside their class.

Keywords: *multisensory, phonics, stratagem, watch, imitate, say a loud, take note*

Reflection

Efficacy of the strategy has been applied in various grade levels. The knowledge was shared through in-service school-based training for teachers and stimulated educators to another stratagem that they might utilize. Nevertheless, in the application of this strategy, increased time is needed for its preparation before class. Visual images and videos are required since students are mostly receiving information through visual, auditory or kinesthetics as Syofyan (2018) reiterated. It may require more time, but it might be effective upon its utilization. Teachers may also explore its usage in various lesson other than reading.

A few challenges arose at its encouraged execution. Television, which is an essential in the offered plan, is greatly lacking. Hence, educators are finding it hard to implement and are disheartened to attempt. On-hand resources partake significantly in forming methodology. However, the encountered difficulties have been inspiring teachers to generate various strategies that may be applicable in the changing situations during the process of learning. Learning will never cease, and educators will surely devise multiple ways to engage their learners using WIST or not.

ABSTRACT

The Significance of using a Localized Gamified E-Learning Simulator Materials in Computer System Servicing (CSS) on Distance Learning in the New Normal

Cyrus N. Caruz - Master Teacher II
BERF
November 2021

This study focuses on the significance of using localized gamified e-learning simulator materials for SHS students taking Computer Systems Servicing (CSS) NC II. Usually, teachers teaching parts of the system unit in CSS are using pen and paper for mastering its parts before having the actual computer hardware. The said materials were developed by the researcher using Adobe captivate (free version). Questionnaires and interviews to both students and teachers were used to collect and analyze the data. The test was given to a selected class (respondents)using pen and paper. It contains illustrations of hardware in which the students will try to put labels on each part. Scores were collected after. The same set of tests was given to the same respondents the next day, but this time, using the localized e-learning simulator materials. After mastering the simulator, the posttest was administered to the learners using pen and paper. A comparative result in a tabulated format was collected thereafter using qualitative data analysis. it can be concluded that these materials have proven its effectiveness having a significant increase in the number of COMPETENT (C) Grade 11 CSS students before and after using the localized gamified e-learning simulator materials Changes in the feelings among the respondents before and after using the materials based on interview questions proved that most of the respondents prefer gamified e-learning materials because playing while learning provides self-confidence. Mastery of the subject matter is the by-product of having e-learning materials as a simulator for computer hardware while learning and playing at the same time.
Keywords: *assessment, e-learning, CSS, game-based, school-based Institutional assessment*

Reflection

The results of the study show the significance of these localized gamified e-learning simulator materials on distance learning in the new normal. Students actively engaged in the use of these materials online or offline. The study also shows interest

among the respondents in playing these games has significant effects on the results of tests before and after using the materials. Students who have no internet connection can still use the materials since these can be saved on their flash drives. Since we are in the pandemic period where face-to-face classes are not allowed at this time and physical computers are unavailable, the materials served as simulators to the learners. It can be gleaned, therefore that the responses from the CSS teacher and Grade 11 CSS students were almost the same, therefore, proving the significance of these localized gamified e-learning simulator materials on distance learning in the new normal, whether distance learning, blended learning and in-person face to face classes. With the results of findings on the significance of the materials, teachers should innovate more localized gamified e-learning simulator materials most especially in the Technical-Vocational Livelihood (TVL) Track to increase students' engagement that affects their performance on distance learning and even for the better normal.

ABSTRACT

Video-Mediated Instruction on Literature in Developing Enduring Understanding and Creative Thinking of Senior High School Deaf Learners

Gilanne L. Enriquez - Teacher III
Rhea M. Namol - Special Education Teacher I
March 2021

The current teaching and learning platforms for the 21st century literature class of senior high school deaf learners in Eulogio Rodriguez Integrated School (ERIS) are text-based, where deaf learners struggle while their performance of meeting their learning needs and curriculum expectations is unmonitored. The learners are likewise limited to get an access to online learning opportunities. Hence, this research sought to address these concerns with ERIS deaf learners (n=10) and teacher-interpreters (n=2) who were selected using a criterion sampling.

The researchers used percentage frequency distribution and t-test for comparing the performance results of learners' enduring understanding and creative thinking. Textual coding was also used for document analysis and interview data. All procedures were guided by the Instructional Systematic Design (ISD) process, specifically, the multi-phase ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation) to develop the inclusive video-mediated instruction.

The results showed that there were six (6) core competencies with sub-competencies culled from the MELC. They could be grouped into encompassing categories of enduring understanding and creative thinking. The competencies were also the identified learning needs. While there was no significant difference in deaf learners' performance of enduring understanding, there was a significant difference in their performance of creative thinking in non-video mediated and video-mediated instruction.

This study proposes an inclusive Instructional design framework in designing and developing video-mediated instruction in 21st century literature class. It also provides a well-designed inclusive instructional plan.

Keywords: *video-mediated instruction, literature class, deaf learners, enduring understanding, teacher-interpreter.*

Reflection

The researchers collectively find ways to understand what it takes to be Deaf while trying to cope and understand the lesson being taught in the regular basis. The action research radiates the culture in the inclusive setup. It initiates what we call Education for all in an Inclusive way. Since the study emphasizes the importance of enduring understanding as it involves learners' in-depth- understanding of their learning and core processes applicable to real contexts. There is however a dearth of studies that examines how the enduring understanding of Deaf Learners is improved by video-mediated instruction in a literature class. The research further seeks to provide learning opportunities to deaf learners and provide teacher-interpreters the practical guidelines in designing and developing video-mediated instruction for inclusive literature classes.

ABSTRACT

Improving the Engagement in Learning of Students with Disabilities through Response Enhancement Strategies for Teaching (R.E.S.T)

Luisa Marie G. Arriola - Special Education Teacher III
Schools Division Office of Valenzuela City
November 2021

Student engagement is associated with multiple educational outcomes such as attendance, behavior and achievement. Some indicators of student engagement include student's willingness to attend classes, submitting required work, and following teacher's directions in class (Ayson, 2018). All of these indicators are contributing factors in student's learning. In order to learn, students need to be engaged in the learning activities. The higher the student engagement is, the higher the success rate of learning can be achieved. However, learners with disabilities are at increased risk of experiencing cumulative learning-related difficulties which tends to have a negative impact on learner's engagement in school. Difficulties in the different domains such as cognitive, communication, language and behavior hinder learning processes, thus affecting the level of student engagement. Some students with disabilities have impaired executive functioning which is a pre-requisite for engagement in learning. These students may have difficulty in initiating a task, staying on and completing a task, blocking out other distracting thoughts or actions that are not related to the task and moving from one part of the task to another. Moreover, the shift from face-to-face classes to distance learning, brought about by the COVID-19 pandemic, also contributes to the challenges related to engaging learners with disabilities in the learning process. Hence, R.E.S.T as an intervention was developed. This study is a practical action research that attempts to examine the viability of the Response Enhancement Strategies for Teaching (REST) as an intervention program for students with disabilities to improve their engagement in learning. REST is a 2-pronged intervention program that entails the use of Visual

Response Cards (VRC) and Total Physical Response (TPR). Participants were selected using purposive sampling technique based on the engagement level of students as rated by the parents and special education teachers using the Engagement in Learning Rating Scale (ELRS), a researcher-made tool. There were six (6) students with disabilities identified as having poor to minimal level of engagement in learning who received the REST intervention program for 20 days. A post-test using the same ELRS tool was administered after the 20-day intervention.Using the paired t-test, findings revealed that there was a significant difference in the pretest-posttest results indicating that the intervention employed is contributory to the increase in scores. Further the data sources such as session log, video recordings and interviews yielded the same result.

Keywords: *engagement in learning, visual response cards, total physical response intervention, students with disabilities*

Reflection

As a Special Education teacher, the researcher is faced with day-to-day inquiries on how to help her students with disabilities achieve their full potential. Considering and conducting action research as an avenue to address these inquiries and bridge the gap between student's learning potential and learning performance has helped the researcher practice a more reflective and evidence-based approach to teaching.

The researcher learned how to create functional instructional materials, employ effective teaching strategies and develop a doable and sustainable set of instructional procedures that are well-backed up by existing research and studies. Through action research, teachers have the opportunity to problem-solve student and classroom-related concerns while being reflective on their practices. During the conduct of this particular study,the researcher has allotted 3 hours instructional time in addition to her regular class load. Meeting the student participants on a daily basis has contributed to the positive result of the study. Parents and teacher-researcher noticed that student participants were able to adapt to the intervention and were comfortable using the materials. It is the consistency of the implementation and procedural integrity that has contributed to the success of the intervention. Parents were also trained how to carry out the program at home.   Given the findings as well as the result of the researcher's observations, the researcher intends to continue the proposed intervention, apply it to other set of students, improve the existing materials and procedures, and target different skills.

ABSTRACT

T to the 3rd Power: Flexible Communicative Interventions to Augment Oral Communication Skills among Senior High School Learners

Ranah Jill Q. Benzulano
Schools Division of Muntinlupa City
BERF 2021

This study would address the main reasons why most of the learners in 12- HUMANITIES AND SOCIAL SCIENCES strand hardly express themselves in English and poorly participate in class discussions. Thirty research respondent who are poor in oral communication skill are subject to a three- minute intervention which is flexible in nature for it could be accomplished during face-to-face learning, distance learning or blended learning. The first one is "Talk with Tech Tools" that gives the learners opportunity to practice speaking the language with the help of various offline and online educational applications which can be easily downloaded in their gadgets. Second is the "TictacTalk", which is fun and communicative in nature. This is a game where learners would not only enjoy expanding their vocabulary but would give them chance to interact with their classmates. And the third one is "Cam'On Talk" that is a self-directed approach of enhancing their oral communication skills. They will give themselves three minutes to tell something about the material provided by their teacher. This will allow them to slowly overcome shyness and get more acquainted on how they deliver their ideas and express themselves orally. Furthermore, the researcher crafted and designed supplemental activities which were available in print and in digital apart from the mentioned interventions. A simple descriptive study was used. Self-made questionnaires were given, also observations, and interviews were utilized in the research. The study has given a positive result after completing the three interventions. A significant improvement among the research-participants in communicating orally using the English language has manifested. With this, it is concluded that the interventions utilized are effective, and must be used not in English classes but also in other learning areas.

Keywords: *flexible communicative interventions, augmentation, oral communication skills, tech tools, tictac talk, cam 'on talk*

Reflection

A research's nature is always taxing for it needs rigid study and close monitoring thus, conducting this kind of academic paper during the pandemic was not easy. The timetable was very limited, which caused the researcher to be more strategic in terms of conducting the study such as: determining the research-participants, utilizing the proposed interventions, gathering the data, and analyzing the gathered data. Time was not the sole difficulty during the study. Communicating with the research-respondents was also a struggle. Poor internet connection was the culprit in utilizing the interventions. Due to this problem, a delay in the process occurred.

However, with the determination and perseverance of the researcher as well as the enthusiasm of the research-participants, everything went well. The little challenges encountered had become spices that add flavor to the whole research journey. It was

ABSTRACT

Implementation of Project DWALE (Development of Writing Activities for Learning Enrichment) for Learners with Special Educational Needs in Alabang Elementary School

Mayvell N. Cordova - Special Education Teacher I
March 2022

Children with special needs have been lacking in almost all aspect of their skills. When they become learners, one basic skill they need to somehow develop is their writing skills. The purpose of this research is to primarily develop a set of writing activities for learners with special educational needs under Kinder level, based on the concept of Tiered Instruction which focused on the degree of capability and ability of learners in writing. The research design employed in this study is primarily an exploratory research design in which the researcher would like to focus on how the strategy involved named Tiered Instruction, be helpful in developing writing activities that will focus on the individualized skills of the learners with special needs. Specifically, secondary research method, focusing on survey and online research methods were also done. This study involved processes and procedures in which development of writing materials was done based on the survey and interviewed conducted by the teacher-researchers with other educators. The writing materials was done conceptualized based on the idea of Tiered Instruction with the purpose addressing the different capabilities and needs of group of learners when it comes to the development of their writing skills. The outcome of the study showed that the implementation of Project DWALE (Development of Writing Activities for Learning Enrichment) helped significantly in improving fine motor skills and teaching writing to learners with special educational needs since the writing materials were specifically developed based on the current level of ability, they are exhibiting in this learning area. The findings of the study can be employed towards continuous improvement of writing skills of any type of learners, especially those who are beginning writers and who show difficulty in learning to write.
Keywords: *teaching and learning, tiered instruction, exploratory research, sped Alabang elementary school-Muntinlupa*

Reflection

Teachers and other educators can always utilize and employed strategies even learning materials that they think could help them in assisting their learners to learn in different learning areas. It is their task to discover, try and develop methods and materials that can help them develop the skills of their learners. While doing this, they also put much consideration on the individual needs of their learners.

This localized writing material developed by the researcher is one of those tools than can be of help in developing writing skills and sustain the ability to write of the learners putting high regards on their individual needs and capabilities. It is a good tool in enhancing the writing skills of the learners most particularly of learners with special educational needs since it is very individualized and differentiated.

ABSTRACT
Preparing Facility-Based Institution Teachers of Jose Fabella Memorial School – National Trainng School For GirlsTowards Inclusive Education

Lida D.Flores - Special Education Teacher III
Schools Division Office of Mandaluyong City
BERF
March 2021

The inclusion trend is catching faster globally as counties are now embracing inclusive education as a balancing mechanism for special needs learners to access educational opportunities alongside with regular students who like them benefit from the wonder of exploration, adventure and experience. The purpose of the study is to determine the level of knowledge, issues and concerns of facility-based teachers on inclusive education and how these challenges are resolved. The study is descriptive exploratory data of which were culled from researcher developed and validated survey instrument and interview guideline. Nine teachers handling LSEN in an inclusive education setting were purposively sampled on the basis of a preset inclusion criteria. Narratives were coded, thematically analyzed while quantitative measures were treated using descriptive statistics through the application of SPSS version 20. Findings reveal special teachers took the initiative to grow professionally and whose level of knowledge on inclusive education, in terms of curriculum, instruction and learning resources is proficient. The issues and concerned raised center on respondents' encounter with LSEN, co-teachers and school related which were addressed through instructional, collaborative, and personal strategies. The proposed Project LIDAS, a capacity- building program is recommended for adoption.

Keywords: *special education, inclusive education, curriculum and instruction, facility-based institution teacher*

Reflection
The aspect of the study that should be change or improved is of course its feasibility. As validators expressed reservation on the possibility of its adoption considering the landscape of education practice today. Project LIDAS has been assessed suitable and acceptable inclusion program, but its feasibility is yet to be determined. With strong commitment and perhaps conviction from internal champions of inclusive education in the school, it will find its way as a reinforcement program for the accommodation of LSEN in mainstream education.

ABSTRACT

Effect of Using Coconut Sapal a Strategy during Hands-On Activity In Arts: An Evaluation

Magdalena G. Centeno, EdD - Principal III
Division of Taguig City and Pateros
BERF
September 2019

Teaching arts especially if it is done in a traditional method can be boring and ineffective. It may not seem so interesting especially to students who have lack of interest in Arts. However, when it is done in a strategic and innovative way, this find interesting and more lovable. This study aimed to explore the creativity and innovative skills of students by using coconut sapal as the main material to be treated together with jobos, toothpick, glue, wire, pieces of wood, outline paper, and art paper for mosaic or three-dimensional art. This study used qualitative method through teacher made interview guide questions as the main instrument in collecting responses for the 100 selected participants of Palar Integrated School .The study made use of questionnaire & interview to crosscheck, examine and evaluate the answers of the participants. The questionnaire used is unstructured questionnaire which means the respondents have freedom to answer as many responses as they want. Findings of this study revealed that the commonalities of the respondents' answers mostly point out to the enjoyment and the creativity of using coconut sapal in their arts activities. This means that students not only found using coconut sapal in arts activities as interesting but also enjoyable and more innovative and less expensive. It was concluded that the use of coco sapal in teaching Arts is very effective in enhancing the academic performance of the students and in boosting the interest of the students towards art activities for a more improved academic performance.

Keywords: *Coconut Sapal, Intervention, Arts, and Academic Achievement, Indigenous Material, Commonalities, Traditional Means, Jobos, Majestic, Reduce, Reuse and Recycle*

Reflection

Through art education, students are given the chance to use their imaginations to see the world around them differently by developing deeper perspective from their own creations. Integrating the arts through experience or project-based learning results to both achievement and social/emotional wellness of the students. Art gives the students a glimpse of their inner selves, their culture, and their community. They learn to visualize the world from a myriad of perspectives. Moreover, art in school gives the students access and opportunity to discover their creative and expressive persona. The creativity and imagination of students will be pushed through the development of art.

In this study, the students are encourage to obseve , evaluate, predict and analyze or self-assess. It also allows them to broaden their thinking and ability to imagine.

ABSTRACT

**Teacher Bot: A Distance Learning Tool to Improve the
Academic Performance of Grade 4 Pupils in Science**

Stephanie M. Salom, Teacher I
Pasolo Elementary School
Arlu Bernard J. Cabañero, T III
Pasolo Elementary School
Sheenna M. Gomez, T I
Arkong Bato National HIgh School
Schools Division Office of Valenzuela City
BERF
December 2021

Education is an integral sector of every nation and has been the most affected by the COVID19 pandemic. Since the middle of March 2020 many enrolled students were not able to attend school due to restrictions imposed to check the spread of Coronavirus. Millions of young people were urged to stay at home because educational institutions remain closed. This appears to have an online education as an alternative to ensure the continuity of education among learners. Because of the absence of face-to-face classes, teachers should think of a strategy for how lessons may also be delivered for the convenience of the learners. Thus, this Chatbot application on Facebook Messenger has been considered. This study was conducted to determine the effectiveness of Teacher Bot as a distance learning tool to improve the academic performance of grade 4 pupils in science through intervention. Participants have been selected using a purposive sampling technique and composed of thirty grade 4 pupils. The pupil-respondents underwent intervention through Teacher Bot. Results showed that from a 37.67 average mastery level increased to a 77.33, which falls to a moving towards mastery level after the implementation of intervention through Teacher Bot. Furthermore, there is a significant difference between the pre-test and post-test of the mean scores of the pupils before and after the implementation of Teacher Bot. Pupil-respondents were given survey questionnaires to describe their experiences in using Teacher Bot in terms of knowledge acquisition and satisfaction. Based on the findings of the study, Teacher Bot improved the academic performance of the Grade 4 pupils in Science as a distance learning tool in terms of intervention. Science teachers are encouraged to use the Teacher Bot intervention to increase pupils' academic performance. Other subject areas can also use Teacher Bot intervention due to wide use of Facebook messenger. School administrations are encouraged to conduct LAC sessions on how to create chatbot flows and to utilize chatbots in different subject learning areas.

Keywords: *chatbot, intervention, Teacher Bot, distance learning tool, Facebook messenger*

Reflection

Twenty-first century learning requires technology, especially when the pandemic started, and education began switching from face-to-face learning to blended distance learning. This leads the researchers to innovate and create an intervention that will help pupils cope with the new normal of education. The proponents and researchers show

collaborative teamwork in achieving the goals of this study. Also, the researchers learned many things, such as how to plan intensively, which is a very essential tool to make every step of this research successful, and how to communicate with the respondents, which has been one of the difficulties due to the absence of face-to-face interaction and the time necessary to reach them and let them respond. This research study is very timely and relevant, especially for those learners who are having difficulty with their Science lessons. Furthermore, this can greatly help the pupils as well as the teachers in making learning meaningful, purposeful, and productive in the comfort of their home during a pandemic. We understood that, as educators, we should instill the values of twenty-first century skills such as information and communication technology literacy and adaptability, wherein learners can still be able to cope and learn despite the pandemic. Thus, interaction with the Teacher Bot enables the learners to adapt with their lessons through existing innovations and interventions in technology.

ABSTRACT

Project Connect (Classroom of New Normal Educational Setting through Computer Aided Technology): An Intervention to Increase Mastery Level in Technology and Livelihood Education (TLE) of Grade 6 Learners

Divina Gracia Z. Sanchez - Teacher I
BERF
June 2021

Home Economics is one of the areas in TLE where skills are being developed, most of the girls love the lessons in Home Economics but for some boys they find it awkward since they see the subject as exclusive for girls who do the cooking and housework for the family.

This would redirect the misconception of our learners in this area of concern through the use of technology. Employing technology in teaching the subject was an effective way of delivering it, where everyone could relate.

PROJECT CONNECT would determine whether this was an effective tool to increase the mastery level in TLE. This research was merely descriptive. Surveys were given before and after the intervention of PROJECT CONNECT. The respondents were thirty -six pupils of Grade 6 Section Talisay. The learners were divided into two groups: the exploratory group where PROJECT CONNECT was given and the modular group, where normal delivery approach was given.

PROJECT CONNECT was introduced in the first quarter. The platforms of the study were zoom, google meet and google classroom. Google meet and zoom were used for online classes while google classroom was used merely in uploading videos and files.

To see if learning took place during the implementation of PROJECT CONNECT, pre-test and post-test were administered before and after PROJECT CONNECT was

integrated. The results of the two tests were then compared.

Based on the results, there was a significant difference on the level of performance of learners of the exploratory group with PROJECT CONNECT as it was integrated. In addition, eagerness to learn how to maximize and use gadgets was also evident.
Keywords: *information technology, revitalizing, misconception*

Reflection
Interactive teaching and learning create a good impact among the learners. The use of technology excites them and makes the sessions fun and enjoyable. The use of different platforms made learning easy in TLE. Teaching the subject online is possible although most of the activities require face to face practical applications. However, because of Project CONNECT, the impossible becomes a realization through technology.
With this I would like to stress the following recommendations:
• Project CONNECT can be integrated not only in TLE but also in the various learning areas.
• Necessary and immediate assistance can be provided to learners, especially those who cannot afford to have gadget and internet connection.
• Teachers should be given assistance, especially those who are not proficient in computer applications and ICT in general.

ABSTRACT

KPAP: Pagbuo ng Tala-basa Dyornal bilang Alternatibong Gawain ng mga Mag-aaral sa Modyul na Lilinang sa Mapanuring Pagbasa ng Kaunlaran High School

Jemaima M. Alvarez - SHS Teacher III
BERF
July 2022

Batay sa naging resulta mula sa 183 na mga mag-aaral ng Baitang 12 na tumugon sa Bagong Kadawyan na Paunang Pagsusulit tungkol sa Programang Pagbasa na PBB Na! (Pagpapabasang Bubuo ng Bidang Navoteño), ito ay may Mastery level na 59.29 sa isinagawang pagsusulit noong Setyembre 16, 2021. Natukoy rin sa paraang PHIL-IRI o Philippine Informal Reading Inventory sa pagkuha ng resulta ng kanilang pagbasa. Purposive sampling ang naging tuon ng guro na mapataas pa ang mastery level ng dalawang porsyento at higit pa ang mga dalawapung (20) mag-aaral na na nahihirapan sa pagsagot ng Modyul at Pagdalo ng Birtwal na klase.
Ginamit ang Thematic Annalysis bilang paraan sa kwalitatibong pananaliksik na ito. Sinunod ang anim na hakbang para sa pagsagawa ng pag-aanalisa sa mga datos mula kina V. Braun at V. Clarke (2012). Nagkaroon ng panghuling pagtataya sa asignaturang Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik sa pamamagitan ng Tala-Basa Dyornal.
Ang pagkakaroon ng Tala-Basa o Reader Response Journal mula sa kanilang napiling teksto ay magsisilbing alternatibong gawain para sa mga mag-aaral na nahihirapan

na lumahok sa Birtuwal at pagtugon sa kanilang modyul dahil na rin sa iba pang gawain o responsibilidad. Higit na nagpapasalamat sa guro ang mga mag-aaral na nabigyan ng pagkakataong makabuo ng dyornal para sa kanilang binasa at daan pa ito sa kanilang pag-unlad bilang isang mag-aaral. Nagkaroon lamang ng limitasyon sa pagbuo ng alternatibong gawain sa isang Semestre-Unang at Ikalawang Markahan bilang marka ng kanilang asignatura sa Filipino.

Susing salita: *birtuwal,modyul, tala-basa dyornal,programang pagbasa*

Repleksyon

Panibagong hamon sa Pagtuturo ang ikalawang taon ng Pandemiya sa mga guro lalong-lalo na para sa ating mga mag-aaral. Bilang isang tagapag-ugnay ng Filipino sa mga guro ng Senior High at bilang guro ng Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik, Nakikibaka pa rin sa Bagong Kadawyan gamit ang Google Meet at Platormang Kaunlaran Guide, ito rin ang naging ugnayan sa mga mag-aaral na nasa kanilang mga tahanan.

Nagkaroon ng masinsinang obserbasyon habang isinasagawa ang paksa at inobasyon para sa aking pananaliksik. Nakita ang ulat ng mga guro ng Baitang 12 gamit ang "Monitoring Tool para sa resulta ng Unang Markahan na may mataas na bilang ng mga mag-aaral ang hindi nakapagsumite ng kanilang mga gawain. Nakakatulong rin ang masusing pagbabasa ng mga ibang kaugnay na pag-aaral upang makapagdisenyo ng gagamiting Tala-Basa Dyornal. Naging Madali lamang ang paggalugad ng mga datos upang mabuo ang Dyornal subalit naging balakid ang pakikipag-ugnayan sa ilang mag-aaral na Modyular lamang dahil nasa panahon pa rin sa pagsunod ng mga protokol. Kinalaunan nagkaroon ng masinsinang pakikipanayam sa mga kalahok nang magkaroon ng Face to Face na klase.

Pagkatapos ng pananaliksik, Nabuo sa aking isipan" Ang pagkakaroon ng pagiging malikhain ay kaugnay rin sa pag-iisip ng Kritikal, pagging sistematiko, pagkakaroon ng pakikipagtalastasan sa iba at pagkilos para masolusyonan ang mga suliranin bilang iisang grupo. Nagkaroon rin ng lakas ng loob pa ang mananaliksik na lalong pag-igtingin ang pagbigay ng iba pang alternatibong gawain sa mga mag-aaral at Hikayatin na ipagpatuloy ang kanilang pag-aaral kahit sa napakahirap na sitwasyon.

ABSTRACT

The Effects of SLRES LRTs (Localized Response Tool) on the Academic Performance and Engagement of Learners in Virtual Classrooms

Regina R. Albay
Jayson M. Cruz
BERF
October 2021

The purposes of this study are to: (a) examine the effectiveness of SLRES LRT in the academic performance of learners in different grade level virtual classrooms, (b) determine the improvement of class engagement of learners in different grade level virtual classrooms, and (c) determine teachers and learners' satisfaction with the use of SLRES LRT as intervention in their virtual classrooms. The research used the quantitative and qualitative research methods. Pupils' achievement was evaluated through pre-test and post-test results, while class engagement, teachers and learners' satisfaction were assessed using interviews during Focus Group Discussion. Results suggest that the use of SLRES LRT greatly help increase the engagement and academic achievement of learners in different virtual classrooms. The study revealed that there was significant difference between the two sets of mean per grade level. Results also showed that most pupils felt comfortable using the SLRES LRT likewise some felt that it improved them academically.

Keywords: *localized response tools, virtual classrooms, class engagement, academic performance, satisfaction, FGD, intervention.*

Reflection

Resiliency has been developed since the outbreak of the pandemic, schools made adjustments to make learning continue. Ensuring higher percentage of learners' engagement even through asynchronous and synchronous way of learning. Somehow this LRT helped in ensuring learners' participation in their zoom and even in messenger classes. This Localized Response Tool made the young learners practice the value of listening and interacting. It is also an instant means of getting the mastery of the lessons taught through the responses done using the LRT.

With the cheaper production of this tool, many will benefit from it even after the pandemic and now that they are in the 100% Face to face class. The tool ensures social distancing and safety protocol since they only have personal access to the tool. Can be disinfected and used for longer time. If we can continue with this LRT, we can still ensure learning engagement of learners. And engagements make them active and participate well, thus performing better in classes.

ABSTRACT

Humanizing the Remote Teaching Screen through Teacher-Made Digital Computation Video in Reinforcing Learners' Understanding on Projectile Physics

Hazel Basadre Enerio - Teacher III
BERF
December 2021

The study was undertaken to reinforce the problem-solving ability of Grade 9 regular students at Pasay City West High School by humanizing their Physics screen through Teacher-Made Digital Computation Video (TMDCV). Forty learners of Pasay City West High School were involved in the study conducted during the Fourth Quarter of SY 2020-2021. Convenience sampling technique and the intact group pre-and post-mixed-method-experimental research design were utilized. TMDCV Perception Survey revealed that about 47 to 91 percent of the learners assessed and perceived the exposure and use of TMDCV as a reinforcement strategy indicated positive experiences. The Projectile Motion Achievement Test used as pre and post-test was researcher-made. The results of the achievement test revealed that there is a significant difference in the learners' achievement before and after learners' exposure to TMDCV by comparing the mean score of the pre and post-achievement test results. Qualitative analysis of the contents of their completed TMDCV watch and respond sheet show similar and unique entries among students. Learners' responses were notably potential indicators of learners' misconceptions and show their interest and conceptual understanding and are indicative of how the learners value what they have learned.

Keywords: *remote teaching, projectile physics, digital computation, reinforcement, physics achievemet test; teacher-made digital computation video (tmdcv)*

Reflection

This action research project conducted by the teacher-researcher during the last quarter of the cool year 2020-2021 prompted the teacher-researcher to have the following reflections:

1.   that the teacher-researcher must develop more self-made computational videos in order to humanize the screen during online classes particularly in the problem-solving tasks in Physics across year level from grade seven (7) to grade ten (10) respectively.
2.   that the idea of humanizing the screen during the online class especially this pandemic must be shared to fellow teachers across learning areas through LAC sessions in order to take the online classroom to a new and productive level and
3.   that the use of the teacher made computational videos in physics offers an opportunity of digital closeness especially during this era of social distancing.

ABSTRACT

The Use of Musarts in Improving Students Performance in Electromagnetic Spectrum

Jeanne E. Acelo - Teacher III
Vicente P. Trinidad National High School
November 2019

Music is very popular for every teenager. Whether it is hip-hop, jazz/blues, pop music, OPM (Original Pinoy Music), classical, rock, acoustic, country, comedy, rap, folk song, and religious music. It is the heartbeat of every adolescent in this technologically inclined generation. Though songs almost influence the life of every young person, it is seldom used to help students improve their learning abilities.

This action research study aimed to determine information if MusArTS (Music and Arts in Teaching Science) is an effective strategy in teaching Electromagnetic Spectrum in Grade 10 students that might lead to the improvement of their Mean Percentage Score and its potential use in the Science 10 curriculum.

The study is conducted at Vicente P. Trinidad National High School in the Division of City Schools Valenzuela City during the School Year 2019-2020. The subjects of the study are the groups of students of Grade 10 section Ramos having ten boys and 20 girls for the comparison group and Grade 10 section Estrada having ten boys and 20 girls for the treatment group.

The major findings of the study include MUSARTS helps students develop and understand scientific vocabulary, motivates the student to engage and participate in the lesson, and provides long-term effects of learning to students. Collectively, these results provide evidence for the utility of using Musarts to teach Science concepts. It will represent an alternative teaching strategy, which earlier research has found to be more effective at promoting student learning than traditional strategies involving textbooks and one-way teacher lectures.

Keyword: *science content-based music, musarts, electromagnetic spectrum and mean percentage score*

Reflection

Educators are always looking forward to teach new and different ways that students can be more engaged in better learning. Musarts, as a teaching strategy, speaks to students in ways other strategies cannot. Based on the results of this study, it suggests that Musarts can be used to foster a deeper understanding of Science concepts. Teachers may embrace and employ Musarts by utilizing it as a motivation, by analyzing the lyric content of the Science song during the discussion and by reviewing the lesson before giving the evaluation test as an alternative to traditional instruction for the students so that they can experience novelty on the teaching-learning process. Furthermore, the findings presented indicate that science songs have a variety of uses at different levels of learning: science songs notably, the potential to enhance student understanding of Science concepts in different ways as well. In the curriculum, it is not suggested that MUSARTS be used to replace other learning activities, but Musarts as a teaching strategy can provide an additional experience that can be used to help students construct an understanding of science concepts.

ABSTRACT

An Evaluation of Multi-Functional Portable Equipment "Drum Box "As a Method Of Strategic Intervention In Teaching MAPEH"

Dr. Rayand C. Saballe, SEPS
Dr. Michaela B. Buenaobra, MT II
Upper Bicutan Elementary School
Schools Division Office of Taguig City and Pateros
March 2019

As an agent of change, we have to embark on the productive effort that may bring people innovations for 21st-century learning. Research Literature, however, showed that innovation is the better solution to expand the performance for a meaningful impact This study was conducted to evaluate the effectiveness of "DRUM BOX", an innovative multifunctional portable equipment designed as an instructional tool for teachers in the teaching of theory and practice of MAPEH (Music, Arts, Physical Education, and Health), in the public schools. The researchers employed triangulation of data with ocular inspection, interview, and documentation of school facilities, equipment, and school environment as means to obtain the necessary data. Thirty MAPEH teachers from three public schools in Taguig City participated in the study namely President Diosdado Macapagal High School, Upper Bicutan Elementary School, and C.P Sta. Teresa Elementary School - purposive sampling or subjective sampling was utilized in the selection of participants. An interview guide with questions set beforehand was developed by the teacher. This interview guide was shown to the Division MAPEH Supervisors and head teachers who were experts in teaching MAPEH for validation purposes. Results of the study showed that the majority of the participants found that the "Drum Box" is effective in teaching MAPEH with its additional features of safety, portability, and versatility for public school students.

Keywords: *(innovative instructional equipment, multi-functional portable equipment, teacher teaching performance)*

Reflection

In some way in our lives, being dedicated persons in terms of teaching and writing, we simply dealt with our feelings through our pen.

As such it is a challenge in terms of hard work and dedication. This simple thing conveys the dilemma of making something out of nothing. And yet the outcome is such enormous

Through worthless, we made a "property of worth many" of us are thinking why do we need to work rather than give our bent to a certain that will give us nothing in return but in the end, we made a jewel from our hearts.

This craft is an object from the brains of persons with love and dedication to work and professions. It is a subject that will carry the importance of being worthless.

ABSTRACT

MaDrama (Math Drama): A Technique to Heighten Interest and Engagement of Pupils in Teaching Mathematics to Grade 5-Bonifacio in Muntinlupa Elementary School SY 2019-2022

Klarize B. Bermejo
Teacher III
March 2020

Blood pressure rises, the heart starts to beat more rapidly, and it feels as if every nerve is on edge. This is how Centre for Neuroscience in Education described what math anxiety is Centre for Neuroscien. GMA News Online likewise posted an article mentioning that around half of the pupils cited in the United States experience math anxiety. This apprehension is not just limited to the US, however.

On the other hand, people generally love watching the television, especially teleseryes (tv series), and the researcher used that as an inspiration in making an approach that would address pupils' negative perception about mathematics. She has devised a PowerPoint interactive serye called MaDrama (Math Drama), a storytelling series with mathematics activities. The researcher sought to make math class discussion relatable – as easy as watching the television.

To know pupils' perceived feelings and perceptions towards traditional math class discussion a survey was given at the beginning of the study. Another survey was administered at the end to know if the negative perceptions of pupils were addressed using MaDrama. Pre-test and posttest were also administered.

The pupils unanimously agreed that MaDrama helped them become focused and motivated. They also claimed that they found the lesson easier to understand. Moreover, the researcher gathered the result of the pre-test and posttest. The result of the posttest (MPS of 81.46%) was notably higher than the pre-test (MPS of 54.16%). This only means that the pupils' performance and understanding of the lesson remarkably improved.

Keywords: *mathematics, math, MaDrama, Math Drama, serye, teleserye, Mr. Stickman, decimal numbers, math class discussion*

Reflection

I can describe my research journey in three words – challenging, exciting and terrifying.

It was challenging creating and planning MaDrama episodes. I prepared one MaDrama episode every night. Each episode should contain the Math lesson that I will be discussing. I sometimes slept late making MaDrama episodes, but those sleepless nights were all worth it. It was also challenging writing the paper.

It was exciting seeing my students' reaction, excitement and enthusiasm

whenever MaDrama was playing. My main goal was to create a stress-free Math class discussion and I believe I was able to achieve that goal by using MaDrama in my class. My heart was pounding with joy whenever I saw them loving and appreciating each episode. Also, seeing them learning using MaDrama was very rewarding. Nothing makes a teacher prouder than seeing their students succeed.

Representing our school for the conference was terrifying. You have no idea how nervous I was when my paper was chosen. But everything went into place, I was able to bag the 2nd Best Research and 2nd Best Presenter awards during our 5th Division Parliament.

ABSTRACT

Use of Visual Activity Schedule to Increase Task Independence of Select Learners with Intellectual Disability in the Transition Program of Muntinlupa Elementary School

Loralee C. De Jesus
Special Education Teacher I
February 2020

It is common for learners in the Special Education Transition Program to struggle with challenges in skills training, creating a huge hurdle on the part of the Special Education Teacher. One of the most prevalent issues that confront both teacher and learners in the Transition Program is the persistent need for verbal and physical prompts to keep the learner's attention to the task at hand. Yet, despite these challenges, it is important to note that there are useful strategies that will help enable these learners to learn and retain new information and develop new skills. One such strategy is the use of a visual activity schedule, whose goal is to help improve the on-task behaviour of learners with intellectual disability, consequently, increasing task independence. Using the non-concurrent multiple baseline design across settings and subjects, visual schedules were provided to three selected learners with intellectual disability while performing their assigned tasks. The study recorded observations for twelve sessions during the baseline phase and sixteen sessions in the intervention phase. Results showed a significant increase in the task independence of all three subjects after the application of the visual activity schedule intervention. In addition, the strategy helped establish the self-management skill of the subject learners. The use of the visual activity schedule is appropriate not only to learners in the Special Education Transition Program, but can also be adopted to help slow learners or learners with difficulty in attention or focus in the general education classroom.

Keywords: *visual activity schedule, task independence, intellectual disability, transition program*

Reflection

      Learners with intellectual disability are, first, learners. Their disability is no one's fault or intention. As such, they have as much right to learn in the classroom as anyone else. Their welfare and future depend on their family at home and their teacher in school. I have the responsibility, as well as the privilege, to shape their today so they can have a better tomorrow. I do not look at these learners as merely names in my enrollment list today. Rather, I try to view them with their future lives in mind, dignified and productive individuals who need not be ashamed of their disability, but proud of their abilities.

      Finding the right strategies to facilitate the learning of learners with special needs in the classroom may be a daunting task, but success is not elusive, as long as the teacher's heart is right. It takes one little step and one small victory at a time, but the reward is a rich and satisfying life as a teacher.

EQUITY

ABSTRACT

Collaborative Modality for Employment as an Exit Program for Adults with Disabilities in AES

Nolito Roque N. Alvarez
BERF 2019

The identification of the competencies, readiness and employability of ALwD findings led to the development of a modality that enhanced the readiness and employability of ALwD's. This Collaborative Modality is a transition model that guides ALwD's on their full employment opportunity beginning from identification of their strengths, skills, competencies to full transition opportunity – employment. The model has four phases, 1st phase focuses on matching industry's demands and expectations and ALwD's identified strengths and competencies. 2nd phase collaboration of industry, school, parent and community in ALwD's full participation into transition learning opportunities, 3rd phase is the ALwD's training program to develop skills and competencies expected by the industry and the 4rth which is the final phase it is the ALwD's full participation as an employee. The study adopted the descriptive survey methods where data collected utilized a research-developed and validated questionnaire responded by special education teacher handling transition program classes, automotive trainers, industry owners and parents of ALwD. The study found out that ALwD's can be trained on transition and can be trained towards livelihood program and vocational opportunities. The ALwD's can also be taught to learn life skills and they are easy to handle, teach and can sustain attention as well as can follow instruction. Some of the transition opportunities for ALwD's sheltered workshop like candle, rug, soap making, gardening, automotive and car washing, housekeeping and janitorial services.

Based on the result of the study the following recommendations are hereby advanced 1. SPED teachers should be trained on transition opportunities. 2. SPED Centers should organize disability-based and specific vocational classes that train ALwD skills and competencies that are essential for work. 3. Establish external linkages particularly industry for ALwD exposure 4. Immersion and later employment and foster collaboration and consultation among interagency, teacher, parent, school and community.

Keynotes: *collaborative, Modality, Transition, Opportunities, Immersion, Employability*

Reflection

The ALwD can be nurtured, trained and be given boundless opportunities for growth and development. No ALwD's should be left behind. They are trained to put up a good fight to show their potentials. With the United Nation's advocating for balanced opportunities integrating PWD's in the community and treating them similarly like others have been a welcome relief. Besides inclusion of PWD's to mainstream society has been a long and hard work for people behind them. Although slow, the move has gained ground to PWD's setting their foot to secondary school, ALS and vocational

schools and tertiary environments. And as they are warmly welcome to such communities, industries have also open doors to them for their training and apprenticeship that eventually lead to their employment. This is where transition comes in. in SPED schools where aging population of PWD's/ ALwD's are constantly on the rise the concentration must really shift now to skill-based more that the usual cognitive focused curriculum. And because the ALwD's are trainable, the competencies that are developed can lead to opportunities that are of interest to industry. With more training on vocational program that interest ALwD and support from advocacy groups and employment opportunities, they will be more motivated to work better for their chance. And lastly the industry now welcomes the ALwDs in the real work setting beyond the classroom and to industry based exposure; thus welcoming our ALwD's to workforce and contributors to nation building.

ABSTRACT

Kaagapay Supplementary Learning Worksheets: An Intervention to Increase the Performance of Grade VI Pupils in Araling Panlipunan

Raymond C. Reginio
Teacher III
September 2021

The implementation of DepEd's BE-LCP (DO No. 12 s2020) demands for a holistic approach however there are still pupils who are left behind. These learners come from those who do not have any responsible adult available to provide instructional support and facilitate distance learning modality. According to the baseline data, it was found out that 18% or 50 out of 300 grade 6 students have difficulty in completing the modules especially in Araling Panlipunan. In line with this, the researcher needs to develop activity sheets or supplementary materials intended for remediation, reinforcement and advancement in Araling Panlipunan. The present study is an attempt to study the effectiveness of Kaagapay learning worksheets on achievement in Araling Panlipunan, so the proponent selected an experimental method with pretest posttest nonequivalent group design. Fifty (50) selected grade 6 students who were identified as at-risk were selected. The experimental group was taught through a Kaagapay supplementary learning worksheets, and the control group was taught through existing modules that the learners did not finish. Based on the results, Kaagapay supplementary learning worksheets were effective in establishing mastery learning which successfully addressed the learning gaps based on the significant difference on the mean scores in the posttests of the experimental group. This attested that the intervention materials used by the experimental group were effective. These findings attested that although the experimental and control groups had the same intelligence prior to the experiment, it is not an assurance that both groups would perform the same in the post-tests.

Keywords: *supplementary learning worksheets, lAraling Panlipunan*

Reflection

The present study implied that the individualized self-learning style in which immediate reflection of the self was possible, which motivated the students to regulate and manage their own learning styles, and thereby to create an interest and attitude towards Araling Panlipunan among the students as they are free to learn at their own pace. Hence teachers should promote self-learning among the students to make them better learners. With the help of Kaagapay self-learning worksheets students learn according to their own pace and interest which boosts their confidence in their own learning.

Kaagapay self-learning worksheets created an effective learning environment for the learners to learn in this time of Pandemic. These also provided teachers with immediate feedback on the performance of their students. Intrinsic reward motivated them to learn more and maintained their interest in the self-instructional material. Kaagapay helped the learners to maintain high interest levels and sufficient motivation in Araling Panlipunan.

ABSTRACT

Effectiveness of Text-Based via Messenger Classroom in Rizal High School Special Program in Sports Student- Athletes in Times of Online Distance Learning

Nowell Son A. Distor, T III
Melque L. Molines, T II
Rizal High School
October 2021

In this time of global pandemic, making distance learning work for all can be very challenging in the educational process. As text-based via messenger classroom has been mostly utilized in this online distant learning process, this study seek out to educate all educators and learners for this to be considered as an effective learning platform while face to face classes is still put on hold. Learning in an online classroom can be optimizing when teaching methods focus on student engagement with course content and student-student interactivity. One of the objectives of E-Learning via Messenger Classroom is the delivery of individualized, comprehensive, dynamic learning content in real time – people and organizations need to keep up with the rapid changes and advancements of knowledge related to different disciplines, as well as to keep ahead of the rapidly changing global economy. The study used the descriptive method of research utilizing paper and pencil test, practical test and the norms as the major instrument in gathering information, and collecting necessary data for the study. The total numbers of 229 respondents were selected through universal sampling and descriptive method. The findings of this study indicated that the text based via messenger classroom has been effective in the educational process. As part of the researcher's recommendation, the outcome of this study were shared among all other educators through the various in-service trainings, learning action cell sessions, teacher virtual trainings or workshops and all other related research forums.

Keywords: *text-based learning, messenger classroom, global pandemic*

The whole process of writing, researching, and completing this research provided us with a valuable opportunity to see the importance of educational preparedness amidst the global pandemic situation. We not only learn about a specific dilemma but we fully develop a unique contribution to the teaching-learning process. This study began with the broad desire to learn more about the ways in which we could fully interact and address the challenges in this time of online-distance learning.

As typical for any other study, this paper involved a long process of elimination and acceptance. Due to the broad focus with which the researchers started, we spent long hours reading related articles, educational references, and

surveys in the hope that we could discover patterns and trends pertaining to the current situation and experiences in online-distance learning. Likewise, both researchers yielded interesting contributions to the effectiveness of learning platforms utilized in this time of pandemic and to enhance in the continuity of using online text-based messenger classrooms. In conclusion, we both learned that online learning has a lot of setbacks and disadvantages but this study, it led us to a more comprehensive approach in the teaching and learning process.

ABSTRACT

The Use of HORIZONS (Horizontally Integrated and Zoned Standards) **Task Sheets to Improve Performance Task Accomplishment Rate of Grade 11 Blended Learning HUMSS (Humanities and Social Sciences) Students in Select, Horizontally Integrated Subjects**

Marc Angel DG. Egipto
SHS Teacher III

The challenging health situation of the country brought by the pandemic has tested the abilities of both teachers and students to maintain a positive teaching and learning environment, especially in the online space. Recognizing the need to adapt and fulfill the DepEd Order No. 31, s. 2020 or the Interim Guidelines for Assessment and Grading, Project HORIZONS (Horizontally Integrated and Zoned Standards) was initiated. This project designed performance task sheets that are appropriate assessment tools in the blended learning environment. This study aims to improve the accomplishment rate of Grade 11 blended learning students in selected, horizontally integrated subjects using Project HORIZONS task sheets.

A descriptive research design is utilized in this study. Two heterogeneous classes were selected and assigned as pilot groups. The second quarter performance task was used to measure students' academic performance. The data gathered analyzed the accomplishment rate versus the number of students in the Blended Learning modality. The pilot groups received the HORIZONS task sheet and were monitored for submission and achievement rates. Based on the result, all blended learning students (100%) submitted the HORIZONS sheet on time, with 82% receiving at least a very satisfactory rating. The researcher identified the most probable reasons for this change. First, horizontally integrated performance tasks are convenient, as a single output is graded by multiple teachers. Second, it is positively challenging for students to use their learning from various subjects to accomplish a single task. Despite these, there are proposals for the future viability of the project. First, subjects that have successfully integrated during the testing phase should be maintained in the succeeding school years. Lastly, feedback from students and fellow teachers is critical in addressing the gaps encountered during the implementation.

Keywords: *performance tasks accomplishment rate, horizontally integrated performance tasks, project horizons*

Reflection

The project aimed to address students' difficulty in accomplishing their performance tasks due to the sheer volume that must be fulfilled. Realizing that "quality is always better than quantity," the researcher looked for ways to streamline

the performance tasks given to HUMSS students. This led the researcher to consider horizontally integrating the performance standards of the select HUMSS subjects to create a single performance task that encompasses the standards and competencies of multiple subjects. Despite the project's accomplishment, the researcher realized that the most challenging aspect of integration is soliciting teacher involvement so that performance task design can better encompass various learning. Additionally, the blended learning modality provided another hurdle: There is apprehension in making the HORIZONS tasks a collaborative undertaking due to connectivity concerns and additional cost to financially challenged learners. The difficulty of "staying in touch" with fellow students in a time where physical movement is restricted discourages the more financially challenged students from participating in the said activity. Regardless of these issues, the researcher remained hopeful that this project, given adequate time and support, will beneficial to the learning experience of HUMSS students especially now that we begin transitioning back to face-to-face learning.

ABSTRACT

Think-Group-Share the Remote Learning Way (TGS-RLW): to Increase Participation of Grade 6 Learners in Araling Panlipunan Lessons

Maria Menchie Cantilang Moreno
Master Teacher 1
October 2021

Text-based learning (FB Messenger class) as one of distance learning modalities adopted in response to shutting down of schools – same with face-to-face classes also requires participation. Even with the provision of tablets by the City Government to ensure that no children are left behind, a declining number of learners attending messenger classes was observed in the later part of Second Quarter. To address this, the Think-Group-Share the Remote Learning Way (TGS-RLW) was administered as an intervention strategy and as an attempt to increase the participation of the learners in Araling Panlipunan Classes. TGS-RLW is a collaborative strategy done through FB messenger group chats. The usual chat groups intended for communicating each other has been transformed into a collaborative group chat where learners talk about a certain topic aligned to their daily lessons. A quantitative and qualitative research were employed in the study. Results revealed that despite the presence of some extraneous variables - the class participation which includes attendance, module accomplishments and group participation have increased. Learners who are at risk of dropping out were catered back to attend classes. The effectiveness of the intervention was determined through survey questionnaire. The result of the study proved the efficacy of the strategy. Thematic analysis was employed to deepen the implementation. Majority of the respondents believed they gained a positive experience, a strong feeling of access, get more motivated, benefited, and felt happy with TGS-RLW. The

intervention has served its purpose and is strongly recommended to be adopted as one of text-based classroom intervention program.

Keywords: *collaborative strategy, text-based learning, group chat activities, Think-Group-Share, participation*

Reflection

In abrupt change of classroom setting where everyone was not prepared for online learning, while others are still in the process of adjustment to the COVID-19 pandemic situation plus the restriction of going out and no face-to-face communication – with TGS-RLW learners were able to freely share their opinions and ideas about their daily lessons with their classmates. They also gain freedom of sharing their point of view without time limit and restrictions from the teacher. TGS-RLW has its own weakness and limitations, but it is far more than just a text-based learning intervention. It became the platform of social interaction and establishes social ties where they feel connected even if they do not see each other physically. Their hidden leadership potential has been nurtured. Also, good values of caring for each other and helping one another attain their goals in class have been reinforced. Furthermore, the success of the intervention also lies to the assigned leaders and potential leaders paired with diligence, patience, and supervision of the subject teacher. The most challenging part is gathering the participants in a certain time schedule and the submission of module accomplishments. A teacher then must possess unlimited patience and dedication in doing this strategy.

ABSTRACT

Gamified Learning In Improving Students' Performance Rating In Teaching And Learning I.C.F. (Internet Computing Fundamental)

Kristofferson C. Ojeda
Junior High School Teacher I
Schools Division Office of Navotas City
2021

A student's poor attendance is one of the challenges faced by a teacher. Given the current situation, brought by the CoVid-19 pandemic, it has suddenly changed the traditional teaching to an unconventional way, that is, the distance learning education. Unfortunately, there is a significant drop in the engagement of the students which affects their academic performance. The researcher therefore created a technical assistance and reward system that will tremendously help struggling and apathetic students towards learning through Operation ALIVE (Active Learning for Improvement and Valuing Education). The research was done to determine the improvement in learners' participation in teaching and learning ICF. The research involved 30 students as participants; 15 students in the experimental group will receive the intervention program, while the control group continued to use the standard delivery method for instruction. The entire research study was conducted using a quasi-experimental design. The data gathered were analysed through frequency count, percentage, and analysis of variance. The study shows that (1) Operation Alive: Gamified Learning is an effective strategy to improve Students' Performance Ratings. (2) There is a significant difference between Operation Alive: Gamified Learning in both learning modalities of the Experimental Group. Lastly, (3) There is a significant difference between Operation Alive: Gamified Learning in Students' Performance Rating in I.C.F.-Mandatory Subject S.Y 2021-2022. In conclusion to the researchers' observations and from the feedback gathered, there was an observable increase in their performance rating. This technique encouraged active learning and a holistic approach that involved the students' minds, emotions, and conduct. Operation ALIVE in teaching Internet Computing Fundamental (ICF) is recommended to TLE teachers. The urgency to provide innovative measures to bring back the focus and attention of the learners.

Keywords: *gamification, operation alive, icf, students' performance rating reflection*

Reflection

Learning ICF requires much time and effort to be familiar with the computer terminologies and in the mastery of the needed skills in the subject. As a teacher cognizant with the students' problems and issues related to their lack of interest to study, I adopted and devised a technical support and rewarding system

that is based on my students' context that will help them to feel excitement, enjoyment and to be competitive because I do believe that what is learned by heart is easier to grasp in the mind.

————————— △ —————————

ABSTRACT

Assisting Peers with Difficulties in Subject (Science) through the "Best Peers Assisting Response (PAR) / BES-PAR" Program in Grade V – Lapu Lapu

Rhenz Noriel T. Yee, MT I
Joebian A. Lanza, T II
April 2021

Sto. Nino Elementary School Grade V Lapu Lapu selected some students for the study to demonstrate that lower grade learners, particularly those who participate in School BSP, School sports club, School SPG, and other extracurricular activities, should receive assistance from their high-performing peers or classmates. According to research, both high- and low-performing pupils may catch up. This project attempts to provide learner assistance to failing science students (highly performing learners or classmates). Encourage students to participate in scouting, sports teams, quiz bowls, and journalism. Responses Will polling 2nd graders improve their science grades? BESPAR assists both high and poor performers. A teacher and a student assist underachievers. For grade 5 pupils at Sto. Nino Elementary School, Best Peers Assisting Respond (PAR / BES- PAR) tackles low science grades owing to school activities. Students benefit from BES PAR. Science-defying! This program is beneficial to pupils. This program is beneficial to fifth-graders. The number of written and task evaluations has grown. Students enjoyed going over lectures and retaking tests. By 41%, the program assisted student-athletes in passing the third quarter Science test. Students who are struggling with a topic should be kept an eye on. Change your learning and old habits. We were enlightened by action research (teachers). Uplifting kids, offering alternate learning situations where they may enjoy, motivate, and retain what they've learned, and altering perspectives (classmates, outside of school grounds) all contribute to pupils enjoying learning. Quizzes, worksheets, schedules, and facilities all need to be updated.

Keywords: science, sports, academic performance, academic interventions, athletes

Reflection
BEST-PAR Improvements in tasks and writing. Students appreciated reviewing lessons with peers and retaking quizzes. The program helped student-athletes pass

Science assessments in the 3rd quarter (41/50). Subject review and monitoring must be improved. Learning and habits can change with change. As the results were shown to my colleagues, it was remarkable that even athletes can build new study habits with the support of friends to prevent below-average grades or redirect in a positive direction where students are encouraged by the help. Extracurricular activities help maintain grades. We recognized we couldn't let pupils fail without covering all curricula and tests. Action research opened our eyes (teachers).

Uplifting kids, offering alternate learning situations where they will like, motivate, and retain what they've learned, and shifting viewpoint regarding another way of learning (classmates, outside school premises) assist students love learning. Teachers must revise quizzes, add review worksheets, provide extra time and facilities. You keep the application running. Will asking my 2nd-grade peers enhance their science grade/performance? possible Table 4 shows students spend more time on worksheets, modules, review, and reference for topics or lessons given. The program needs more modules and home instruction. As I presented my action study at LAC, I understood I needed to blend the sports engagement of pupils and academic performance of pupils, so learners benefit and are motivated.

ABSTRACT

Utilizing Tulong-Dunong e-Library in Improving Grade 7 Students' Engagement in Science for Blended Learning

Honey Lyn C. Andres
Teacher III
March 2022

The pandemic limits learners from seeking information and new knowledge from the school's library. Utilizing library resources and services is beneficial to learners in obtaining information requirements. Today's situation contributes to the popularity of e-journals and the internet as sources of information. The fast pacing of the world led to a higher desire to obtain premium information from a source immediately and without difficulty. The study was designed to improve the engagement in Science of Grade 7 students using a teaching tool assisting teacher's developing teaching strategies in the manner of Tulong-Dunong E-Library, which can be accessed in the Lingap Syensya Website of Science Department-Kaunlaran High School, implemented during Blended Learning. It focused on utilizing the tool to help the Grade 7 students find answers and assistance with school activities at their respective homes. A survey questionnaire using Google Forms was administered, and Biology topic inquiries top-notches the most numbered engagements made by the learners.

The study revealed that The Tulong Dunong E-Library was effective as a

teaching tool to increase learners' engagement and participation in the Science subject. The more sites they access, the longer their engagement in the learning experience. Future researchers should conduct a study referring to the effect of Tulong Dunong Library on the learning performance of Grade 7 students. The researcher offers the following recommendations; the study may be considered to be conducted in other grade levels (8-10) as the participants.

Keywords: *e-library, tulong dunong e-library, blended learning, engagement in science, sites*

Reflection

Teachers are trying to learn, unlearn, and relearn teaching methods to help our students easily grasp the lessons they take at their homes during distance learning. The researcher can address learning gaps while monitoring the learners' performance through a virtual site wherein they can get reliable sources and information about their activities and assignments in Science. Book access was mentioned by one of the respondents which they want to experience the Tulong Dunong E-Library. The student respondents shaped me to be more innovative because their comments and suggestions encouraged the researcher to modify the site to become more student-friendly and a more high-tech bank of knowledge.

The research was used by Grade 7 students and gave them new experiences connected to learning Science. Collaborating with other Science teachers contributes to the success of the implementation of the study. The easiest part of conducting this research is the availability of students to access it anytime because they are always at home, browsing and using gadgets any day of the week. Time allotment on project orientation helps overcome the challenges of the study's implementation.

This study highlights the importance of fact-checking by accessing learning sites. The researcher learned that providing students with a trending approach to learning helps them become more independent learners and knowledgeable in selecting information. Thus, it guides the learners to begin validating what they have read on the internet.

ABSTRACT

Project DREAMER:(Development of Reading Module for English Remediation) to Improve Reading Skills of Grade 7 Students in English

John Alver D. Arag
Teacher I
May 2022

In SY 2020-21, Kaunlaran High School has identified 512 struggling readers. To empower its students towards literacy and to uphold the mandate of the Department of Education, "Bawat Bata Bumabasa," KHS has launched Project DREAMER (Development of Reading Module for English Remediation), a reading remediation instructional development project. This research aimed to test whether the developed self-learning module significantly affects the reading skills of Grade 7 students. The module is designed following the ADDIE model and the conceptual reading framework by Hayes and Lane (2015). The research is administered to 79 Grade 7 students using the single-group pretest and post-test design. The pretest identified 50 students under frustration, 29 students under instructional, and zero under independent reading level. The participants received reading instruction using the developed modules. After two weeks of using the modules, a post-reading test identified zero students under frustration, 75 under instructional, and four under independent reading level. The mean scores were statistically treated using a paired t-test to compare the pre-and post-reading assessments' mean scores. The result shows a significant difference between the pre and post-reading assessment scores since the computed t-value of 3.649002 is greater than the critical value of 2.0096; thus, H0 is rejected. Based on the results, the developed self-learning modules improve the participants' reading skills and may alleviate the reading crisis of the school. It is recommended to adapt the project across grade levels and improve the modules based on the reading needs of students.

Keywords: *reading, remediation, ADDIE model, Kaunlaran High School (Navotas)*

Reflection

Reading is the gateway to students' success. As a language teacher concerned with promoting literacy, I dedicated myself to aiding students' reading comprehension problems. My journey during distance learning allowed me to appreciate more the effort of the School Division of Navotas City and all teachers to continue providing quality education and seeking alternative actions to advance reading comprehension despite the adversity of the Pandemic.

The Pandemic has set a boundary between teachers and students, incapacitating teaching and learning. After carefully understanding the aftermath of the Pandemic, the increasing number of struggling readers based on the pre-reading assessment test from 2019-2022 has given me the courage to develop effective reading remediation modules (Project Dreamer). Changes and revisions

to the content and design are some challenges I encountered. Students' willingness to participate is undeniably the most challenging part of the conduct and execution of this project. Printed and electronic copies of modules were utilized to cater to all participating students.

In this research, I realized that while the literacy problem in the school and the country may be challenging, innovation and creativity may help alleviate the situation. I have found possible means to help learners, and promoting such innovation may make Navotas a city of capable readers.

ABSTRACT

The Effectiveness of HIGH 5 (Helping Integers Get Hyped in 5) Questions as a Tool in Enhancing Mathematical Ability in Operations on Integers of Grade 7 Students in Distance Learning

Gina G. Bautista
Teacher I
March 2022

Many students have significant conceptual and technical Mathematics gaps as they reach high school. Integers are one of these fundamental underlying knowledge and skills. When asked to do operations on numbers, this causes students to get perplexed and struggle. It is true based on the experiences of the Mathematics teachers in KHS. The study aimed to improve the academic performance of Grade 7 students in Mathematics. It investigated the effectiveness of HIGH 5 QUESTIONS as a tool for enhancing mathematical ability in operations on integers. Two heterogeneous sections were randomly assigned as experimental and control groups. The experimental group was given a 5-question drill before classes started, while the control group underwent just the traditional teaching during asynchronous and synchronous classes. Each class was given a pre-test in preparation for the post-test (20-item evaluation) through google forms which were quality assured by the Headteacher and Master teachers in Mathematics. The study tested the hypothesis utilizing a mean mastery level to identify statistical differences among variables. With the data gathered, it showed that there was a significant variation in the tests given to both groups. The experimental group manifests better results than the control group. Thus, using HIGH 5 QUESTIONS improved the mathematical ability in operations on integers of Grade 7 students. A 5-question drill before the lesson starts, which is a constant reminder of the operations of integers, will help them develop mastery of the concept.

Keywords: *academic performance, asynchronous class, drill, integers, mastery, synchronous class*

Reflection

Amidst the pandemic, teachers are finding ways to improve the teaching-learning process. Effective teachers create innovations to help them achieve their goals in teaching as well as to improve the academic performance of their learners. The researcher realized that using the HIGH 5 QUESTIONS drill is challenging for the teacher as it requires time and effort to prepare the activity. Still, considering the students' progress towards the intervention, the study is worthwhile. In addition, the intervention enhanced the students' learning foundation about the operation of integers that can be used in their daily lives. As a commitment, the researcher will continue using HIGH 5 QUESTIONS in the teaching and learning process.

ABSTRACT

Effects of Marungko Approach-Based Reading Intervention on the Reading Performance of Struggling Grade Three Pupils

Mylene C. Tepace
Teacher III - Rizal Elementary School
February 2022

Reading is the mother of all study skills. It is a multi-tasking skill that requires effort and can open up a whole new world to a student. However, there are pupils/students who find difficulty in reading and are not able to acquire new concepts. In this case, teachers therefore have a very important role to play in helping their students get most out of reading and become good readers. This study aimed to determine the effectiveness of Marungko Approach-based reading intervention on the phonemic awareness and reading comprehension skills of struggling third graders. The action research was carried out by using the quantitative and qualitative research methods. The reading comprehension of the pupils will be assessed with the Philippine Informal Reading Inventory (Phil-IRI) for Grade Three. The study found out that to help children map the relations between letters and sounds, effective phonics and word-recognition strategy instruction should provide them with opportunities to become comfortable with a number of aspects of reading, including alphabetic knowledge, phonemic awareness, sound-symbol relations, word-identification strategies, spelling and writing connections, related reading practice, and reading fluency. The finding was also found out that children Iearn to read by reading, and a teacher's prime task is to do as much reading as was necessary for children until they could go on their own. It can be say that reading intervention using Marungko approach helps pupils improved their reading comprehension. It is important for the school leadership to inspire teachers to do activities beyond classroom tasks that would ensure and sustain pupils' interest in reading. Since the findings revealed that more grade three pupils are in frustration level, teachers must collaborate to develop a reading room or a corner in school to facilitate non- reader or frustration level groups for reading activities.

Keywords: *frustration level, marungko approach, literal, inferential text, teaching strategies and techniques*

Reflection

Seeing my students having difficulty in reading really breaks my heart. As teacher we need to do something that can help these students read. Thinking of what reading strategies best for each level, through exploring various strategies I learned that there is no right and wrong approach to teaching reading.

The real key is that as   reading teacher we need to get to know the reading level of our pupils and find out   what approaches best fit to their needs and learning styles. Using data to drive instruction is also a key to student success. In the school where I teach specifically in Grade Three we use the Marungko approach to our students. It really helps the students read with comprehension. Also keeping track of their progress, setting goals   and working towards them, and prioritizing different aspects of their studies, are important.

RESILIENCY
& WELL-BEING

ABSTRACT

Project ELM Towards An Improved Academic Performance and Self-Regulated Behavior : Basis for Sustainability Plan
Gina Lopez Cruz, SEPS
Eugenio R. Borromeo, Jr. Teacher II
Rhea Merced D.G. Sanchez, Teacher II
Schools Division Office of Malabon City
March 2021

CoViD 19 unexpectedly came and in a snap of a finger changes everyone's life, with the learners as one of the most vulnerable. Businesses closed, parents lost their jobs, and they need to find ways to make ends meet. Leaners need to attend virtual class, and modular mode for majority who do not have access to digital technology and connection. But who will guide them? Parents working for the family's survival or parents who cannot provide academic guidance? And these learners will be the next leaders of our country, our future. The Department has been doing its best to deliver quality education, the challenge is, how with this limited access and parents cannot assist nor guide their children.

Self-regulated strategies for the learners are introduced in this study. Parents can still support their children in the learning process while doing their usual tasks at work or at home.

The findings presented that ELM at Home Plus+ is effective in building self-regulated learning thus, it improved the study behavior of the learner. It's impact further presented that when started at an early age, the attitude will be adopted as the learner grew up, and the parents established an indeed short, yet productive teaching-bonding moment.

This study has social influence of building and strengthening the positive study behavior to independent or self-regulated behavior, that not only establishes good academic standing but a good foundation for healthy habits of learning independently, with positive parent discipline of teaching.

Keywords: *self-regulated learning, independent learning, positive parenting discipline, sdo malabon city, early literacy and math at home plus*

Reflection
Through Early Literacy and Math, the learner-beneficiaries, the parents and the teachers all achieved the win-win situation. The learners get to start the convenience of learning independently, which they initially thought was difficult. Yes, it took time for them to realize that the supposedly easy activities were really to prepare them in learning independently while taking that time out with their parent during the process. It is like playing with their parents. The parents, on the other hand, get to bond with their children. Teaching while playing, yet, the learning do not need that much knowledge nor skill to be taught, again, the important part here is the process. Singing together, identifying colors and shapes, or trying to ask what the learner feels of a situation while in a casual conversation with the parents remarkably presented something that both parties never realized at first were just the process of honing the values of learning independently for the learner, and giving that short yet precious

bonding time to child by the parents. The teacher can then focus more on other learning support that the learners need other than spending more time teaching the learner how to systematically create a study habit, which most of the time the teachers find it difficult when the learners are older. Developing a good value on study habits for independent learners because there is no one to assist in the academic needs at early age is best than correcting them from time to time when they are older. This research reflects that the right time for honing values for learners is at young age, for parents in all ages as long as there is willingness to accept the easy challenge as support to the child. This will never prosper without the support of the parent at home, and this is the best remedy because no degree, knowledge nor skills are needed to develop the learning values of the learner, starting at home, at early age, everyday.

ABSTRACT

Management of Children-At-Risk and in Conflict With the Law: Basis for A Proposed Procedural Framework

Princess Mary Catherine R. Fuentespina - Teacher III
Schools Division Office of – Caloocan City
October 2021

School is a place where children's holistic personality is molded. But greater number of children experience a range of emotional, psychological and physical problems and trauma as a result of being neglected, abused and exploited. They are vulnerable, equated to what they experience in the immediate environment, also as influenced by adults and older people.

The abusive children manifest verbal and emotional assault, such as continually criticizing, humiliating, belittling, or berating, as well as isolating, ignoring, or rejecting others. Undoubtedly, they become at risk and if not addressed they become children in conflict with the law.

It is in the above contention that this study on management of children-at-risk and in conflict with the law was framed not only about the most prominent social geographical features CAR and CICL manifest; how respondents manage/address cases of infraction, likewise, the occurrence of violation committed by children in school; the prevention and intervention adopted by the respondents schools, and issues and challenges encountered by the respondents in sustaining collaboration of stakeholders.

Descriptive   quantitative design was employed. Data via google forms were provided by respondents namely: parents, teacher-advisers, and guidance counsellor-designate and discipline officer, from five schools divisions in the National Capital Region. The data analyzed and interpreted pointed out the findings of the study led to crafting a procedural framework for prevention, resolution and intervention to help children-at-risk and in conflict with the law cope up and slowly disintegrate themselves from being a juvenile delinquent.

One of the findings showed that children-at-risk and in-conflict with law manifested behaviors which were abusive, rude, utterance of offensive language, threaten

others, incur absences and show poor scholastic performance and eventually become a potential drop out.

Findings further reflected that violation cases were significantly managed/ addressed which led to early resolution and appropriate referrals to office or agency concerned. The occurrence of violation cases reflected that all variables were described as occasionally occurring evidenced which yielded rejection of the null hypothesis, hence, it pointed out significantly distinct perception among respondents.

On the other hand, the level of respondents manage/address violation cases was correlated to its occurrence, since it showed awareness and collaboration among concerned individuals. In fact, respondent schools continuously demonstrated advocacies and awareness, support and collaboration with all stakeholders by way of conducting symposium, meetings, and also ensure lesson integration on the effects of abuse, bullying, and inflicting harm physically or verbally against anyone.

In this study the researcher recommended that guidance counselors should ensure that all kinds of violations should be given due attention and raise the bar on managing or addressing CAR and CICL and look into the root cause to avoid acts of the offender to be repeated.

Parents, teacher-advisers, and guidance counsellor-designate/discipline officers should have a strong collaboration and should have one and the same guidelines to follow so that they all have the same protocol when it comes to managing or addressing Children-at-Risk and In Conflict with the Law.

Schools should continuously conduct the advocacy campaign and adopt viable and effective prevention activities.

The types of violations mentioned should be included in the conversations between parents, teacher-advisers and guidance counsellor-designates/discipline officers so schools can contextualized an effective intervention program.

In the in-service trainings like LAC, it is expected that schools should develop a planning session activities for drafting a prevention advocacy plan and likewise, intervention approaches that can be benchmarked by others schools.

Keywords: *Management of Children-at-risk & in conflict with the law; Occurrence of Violations; Procedural Framework*

Reflection

The researcher find out that the issues, gaps and problems on student's delinquency need to be taken seriously by both internal and external stakeholders. Current study gathered sufficient information that the escalating offenders in school is rooted and influenced by factors surrounding them. It is very obvious that schools need to institutionalized prevention and intervention framework, make it workable and ensure alignment with daily activities and seek technical assistance from competent personnel to remedy the juvenile delinquency problem.

In light of all these, the researcher was a discipline officer of their school is motivated to dwell rigorous research and scholarly organized information which will lead realization of the purpose of this investigation, and also triggered her enthusiasm to determine the extent of management of violation cases committed by children-at-risk and in conflict with the law and the school's prevention and intervention practices.

ABSTRACT

Go Green Signature with Praise Notes Campaign and its Effect to the Study Behavior and Performances in English Performance of the Select Grade VI pupils

Mary Grace M. Sumalinog - Master Teacher II
BERF
March 2020

Written praise notes have the potential to positively influence pupil's study behavior and performances in English. These notes have been proven to promote a positive environment and reinforce emotional and social skills of the learners. Positive statements such as "You deserve a star "I am proud of you" "Very Good" and written using green ink with the teacher's signature is the highlight of the intervention. The purpose of this action research is to find out the impact of written praise notes with green signature to the study behavior and performances of the selected Grade VI pupils. Explanatory design using sequential phases (quantitative and qualitative) was utilized. Selection of the parent participants was automatically considered from the pupil-respondents who turned in their survey questionnaire to the researcher. Quantitative and qualitative results proved that participants had positive perceptions of praise notes. Participants believed that the intervention has positive impact to their behavior and performances particularly in English. Pupils' quantitative results were supported by their parents. They strongly agreed that their children like the intervention even if the school stopped giving prizes. The study recommends that other teachers can adapt and continuously practice this intervention in their respective classes for motivational purposes specifically to those pupils who are lagging from their classes across disciplines. This intervention is applicable in both face-to-face and online set-ups. With the shift of learning modality from onsite to offsite, green emoticons with positive notations from the different apps can be a good alternative in acknowledging outputs submitted by learners during synchronous and asynchronous classes.

Key words: *green signature, green ink, written praise notes, study behavioR, performances*

Reflections

Answering the research questions in my study was challenging yet beneficial though the study yielded mixed results as data gathered were interpreted. Analyzing the findings made me more mindful of how I should be giving praises to my learners. It allows me to reflect on how I can improve my study. Being able to self-monitor became a helpful strategy as I was also more observant to my learners' behavior and how it affected their performance in English.

Similarly results from qualitative analysis deemed to be the most valuable as it provided me with deeper insight of my students' perceptions of the program, immediate feedback upon answering two open-ended questions, and an opportunity to self-reflect on the quality of my teaching practice. Though, some of the parent

respondents have aired their sentiments whether stating that they don't know if their children get the praise notes and they perceived that the recognition is just temporary.

As the teacher and researcher at the same time, the study allowed me to reflect and improved not only my teaching practices but rather becoming to be more appreciative and more patient in writing praise notes to pupils' written works. Sometimes, I tend to enjoy the convenience of simply collecting and recording pupils' output as part of the requirements for their English grades but seeing pupils who are looking forward of my personal messages, I come to realized how these simple thoughts change one's study behavior.

Moreover, this study emphasizes the value of home and school partnership in educating and forming children's future. Hence, teachers' constant motivation, monitoring and updating pupils' performances to the parents play vital roles in developing study behavior and improving academic achievement.

ABSTRACT

Art-Based Exploration of Real-Life Experiences: A Strategy to Enhance Knowledge about Bullying of Select Grade Ten Learners of Lakeview Integrated School

Jay Boy E. Evano - Head Teacher I
BERF
2020

This action research was conducted in response to the upward trend in reported bullying cases observed at Lakeview Integrated School for three years. Following a sequential explanatory design, the researcher collected data to assess whether art-based exploration of lived experiences enhanced learners' knowledge about bullying more than the watch-and-reflect approach. The results of a t-test confirmed that the experimental group's post-assessment mean score was significantly higher than that of the control group. Qualitative data gathered through the subsequent FGD revealed that the learners positively perceive the strategy. Such a perception is attributable to learners' level of enjoyment in producing and sharing artistic outputs, the strategy's perceived effectiveness in expanding knowledge about bullying and fostering a sense of self-awareness, and its value in serving as a platform for expression, especially for learners who are less comfortable verbalizing their thoughts, emotions, and feelings more freely. In light of the findings, the researcher recommends continuing the intervention and conducting further research into its value in bullying prevention for continuous improvement.

Keywords: *bullying, art-based exploration, lived experiences, sequential explanatory design*

Reflection

Aside from confirming the effectiveness of art-based exploration of lived experiences, the research determined a critical factor behind its positive impact on learners' bullying knowledge—enjoyment. The learners liked the strategy more than the traditional ones, especially processing key takeaways, presenting their thoughts through various artistic media, and sharing their works with classmates. He realized that the learning experience is equally important as the subject matter. As such, he needs to be more purposeful in his choice of strategies to allow quality learning to happen.

He also came to appreciate the value of the collaborative reflection activities integrated into the production and presentation of outputs. Data showed that feedback learners obtained from their classmates and teacher helped refine their views about what constitutes bullying and its impact on a person, making them more capable of understanding both the bullied and the bully's thoughts, feelings, and emotions. As a result, he became more aware of how he could leverage the strategy to ensure the success of similar interventions.

Finally, the breadth of insights learners shared through their works reflected how art serves as an alternative communication channel, allowing learners to express inner thoughts, feelings, and emotions that they cannot easily verbalize. The researcher intends to use it to gain more insights into bullying and the other issues facing learners toward building a more positive classroom environment.

ABSTRACT

Fact or Fake?: Fact-Checking Facebook Posts to Enhance the Critical Thinking of Select Grade 8 Learners of Lakeview Integrated School

Jomar B. Vagallon - Teacher II
Schools Division Office of Muntinlupa City
BERF
May 2021

A significant challenge in the contemporary world is the proliferation of fake news online. Learners are among the most vulnerable to it, given their dependence on online sources for information needed in their daily activities. One of the most learner's vulnerabilities is the significant number to fall prey from misinformation concerning class cancellation peddled by fake social media accounts. While this seems simple, it is asymptomatic to enhance learners' critical thinking skills. To address such a need, the researcher conducted action research to evaluate the impact of the fact or fake strategy (F2F). Utilizing the sequential explanatory design, it involved 20 learners in a weekly off-class F2F session over nine weeks, using the 555-engagement model (5-minute comprehension, 5-minute analysis, and 5-minute response). Data obtained through a Focused Group Discussion (FGD) revealed that the participants learned to consider elements that signal misinformation when deciding on online materials'

accuracy after the treatment. Moreover, a t-test showed a significant difference in their pre- and post-critical thinking assessment scores. The learners were found to have developed a positive perception of the F2F approach because of its effectiveness in improving their critical thinking, writing skills, and understanding of social media issues.

Keywords: *teaching and learning, critical thinking, sequential explanatory design, Muntinlupa*

Reflection

Technology in the form of social media like Facebook carries information that can lead to learner's deception. It delivers transitional idea that can pique learner's critical thinking skills. As a researcher and a teacher in Araling Panlipunan, it came to my interest on how learners are being subject to various social media posting that can lead them to misinformation and disinformation. I have noticed that they became prey of such deceptional information in the form of distorted graphics and posting which lead them to repost and believe on it. During the conduct of my research, I have found out that in our school some of the learners have been following in some fake social media account and reposting it through their Facebook wall. This situation came closed to me that is why I conducted this research to help address and combat these alarming situations. As I have learned from it, my class in Araling Panlipunan is mostly integrated with general facts coming from reliable sources to address and teach learners on how to distinguish facts and fakes in social media. As a teacher-researcher, I will still look for more deeper reasons to aid learners in critical thinking skills.

ABSTRACT

Development of Resilience Skills of Bullied Intermediate Students through Reality Therapy

Marian C. Copina, RGC - Teacher III
BERF
December 2021

In the Philippines, at least 6 in 10 Filipino students are being bullied regularly, a recent study showed, noting that the prevalence of bullying in Philippine schools is nearly three times higher compared to developed countries (ABS-CBN News, 2019). Thousands of complaints about bullying in both public and private elementary and high schools have been reported every year. In recent years, student suicides are attributed to bullying in schools. The effects of bullying have become a guidance concern because of its effect to one's mental health and well-being. Hence, the purpose of this action research was two-fold. First, it examined the emerging issues and concerns of bullied pupils. Second, evaluated the effectiveness of Reality Therapy in developing the resilience skills of bullied intermediate pupils. Using qualitative research approach, 72 intermediate pupil participants were engaged in the study through a six-day engagement program based on Reality Therapy. Results showed that the present issues and concerns of the participants who had been bullied have significant effects on themselves, their classmates and their families. The bullying behaviors were mostly physical and verbal in nature and the pupils

were very much concerned in terms of their coping skills to withstand such situations. In addition, reality therapy was proven effective in enhancing the resilience skills of bullied pupils. Implications to counseling practice, responsive counseling programs and education were discussed.

Keywords: *resilience skills, bullied intermediate students, mental health, reality therapy*

Reflection

      Bullying has become a major problem in our society. Bullying, whether verbal, online, or physical, can significantly alter a person's life. Some people could choose to speak out about their difficulties as victims of bullying in a positive way. To cope and deal with recuperation, they could turn to professionals. Others decide not to ask for assistance and instead prefer to do nothing. They might experience depression and contemplate suicide. These bullied individuals conclude that they cannot tolerate life itself any longer and take their own lives. Therefore, we should do something as a community to aid these victims. Do not be afraid to speak up if you witness someone being bullied. Someone can lose their life if you stay silent. I believe we can combat bullies and put an end to their detrimental behavior if we all work together.

ABSTRACT

Using Integrative Assessment to Promote Academic Ease in a Modified Modular Distance Learning

Richelle Ann R. Cupcupin - Master Teacher 1
Navotas National High School
BERF
February 2021

      The implementation of distance learning in the Philippines has brought a great challenge to the teachers, learners and parents. In the context of modified modular distance learning among public schools, students are overwhelmed in answering different activities from the module. The Schools Division Office of Navotas City took the initiative to address the prevailing concerns in distance learning. The SDO-Navotas initiated the concept of Integrative Assessment. An intervention to implement academic ease in the teaching and learning process. This study aimed to identify the perspectives and experiences of Grade 10 students in Navotas National High School towards Integrative Assessment. This study also identified the use of Integrative Assessment in promoting academic ease. The participants of this research were the Grade 10 parents, students, and teachers. They were asked about their perceptions regarding the use of cross-curricular integration though Integrative Assessment to promote academic ease. The major tool in the gathering of data is the researcher-made questionnaire which was designed according to the specific problems of the study. Additional information were obtained using unstructured interviews. The survey questionnaires were analyzed using descriptive statistics to collect the frequency count. The results of the quantitative and qualitative data revealed that the Integrative

Assessment helps in promoting academic ease for it lessens the work load of the teachers in checking the outputs of the students. Likewise, the students' performance tasks were confined in just single output. Parents believed that through Integrative Assessment, their children were not burdened in accomplishing numerous tasks for all subjects. However, there were areas that need to be improved in the implementation of this intervention.

Keywords: *integrative assessment, academic ease, cross-curricular integration*

Reflection

      As a reflective practitioner, I believe that Integrative Assessment provides an excellent opportunity for teachers and students to achieve academic success. Learning to integrate what students understand and can do using the target learning competencies for each subject has been promoted as an appropriate goal. I have synthesized the use of Integrative Assessment in promoting academic ease in a modified modular distance learning environment in this paper. By being authentic, engaging, and using scaffolding, this assessment can improve the teaching-learning process. Integrative Assessment is a good practice in distance learning, according to students, teachers, and parents, and it can be further developed by taking into account existing challenges and opportunities.

      The use of integrative assessment in the ways proposed in the paper is likely to be academically challenging, necessitating strong institutional support and commitment. Some challenges include possible resistance from some teachers and students who may prefer their traditional methods of assessment. Adopting a new approach and re-structuring teaching/learning practices will almost certainly add to the workload. As a result, both teachers and students should be encouraged to be adaptable. They must also be adequately trained and prepared to use new assessment practices. These issues highlight the need to investigate and evaluate assessment methods.

ABSTRACT

**Using Video Blog in Soup Preparation: A Flavorful Experience
for Grade 10 Students**

Ricky C. Roque - Teacher III
Disiplina Village-Bignay National High School
November 2019

      This study used the descriptive method that focused on the effectiveness of using Video blog in soup preparation to the Grade 10 students of Disiplina Village - Bignay National High School. It utilized a quasi- experimental research design to measure the impact of Video blog to the performance of the grade 10 students. The researcher identifies the participants with the proper procedure using purposive random sampling technique to complete the participants with the 34.03% of the population of grade ten (10) students with a total of eighty (80) students. Rubrics were used to determine if the students learned the preparation of four soup using Video blog. The students' performance in soup preparation used the following criteria: aroma, palatability and Presentation and design of the Egg Drop Soup, Carrot Soup, Chicken and Corn Chowder Soup and Creamy Potato Soup. The survey questionnaire

was given after preparing the soup to assess the students in their learning using Video blog. The survey questionnaire asked the students' acquisition of knowledge, skills, and their satisfaction in preparing the four soups. The data were analyzed with the used of weighted mean to determine the performances and assessment of the students in the use of Video blog. The students' performance in soup preparation were only excellent and very good in terms of aroma, palatability and Presentation and design. The result of the students' assessment in terms of knowledge acquisition, skills acquisition, and satisfaction with the use of Video blog showed that most of the students agreed that they acquired the three set standards in the academic performance of the Grade 10 students. The use of Video blog can be used not only in preparing soup but also to other dishes. It can also use to other subjects not only in T.L.E.

Keywords: *Video blog, Flavorful, Experience*

Reflection

       The students were very attentive and happy to see their teacher being the actor in the video presentation. The researcher noticed the motivation to the students to create their own Video blog in preparing soup. The result made the researcher reflect on the impact of the Video blog as a form of strategy in executing the lesson. It had a positive impact on the learning outcome of the students because they used their visual, auditory, and kinesthetic skills in targeting the main objectives of the lesson. Aside from that, they enjoy learning using modern technology.

ABSTRACT

The Impact of Pecha Kucha as an Integrated Task in Oral Communication to the Speech Anxiety of the Grade 11 Students

Veronica M. Lumogdang
Master Teacher I Vicente P. Trinidad National High School
March 2021

       Literacy development, as well as thinking and learning, rely heavily in oral communication skills since it is the link that connects all the components of a language. However, some learners develop levels of speech anxiety that interfere with learning. Using a quasi-experimental design, this action research investigated the impact of "Pecha Kucha" (PK) as an integrated task in Oral Communication in Context to the level of speech anxiety of the 20 student-participants from Grade 11 ABM, GAS,z, and TVL HE Strand. The mean score of the student participants is reported to gain a significant difference before (3.15) and after (4.10) the use of PK as an integrated task with a computed p value of 0.000 is less than the alpha value of 0.05. It is a clear indication that the level of speech anxiety is reduced; therefore, Pecha Kucha as an Integrated task when used continuously has the potential to eliminate the level of speech anxiety of the students. "Pecha Kucha" as an integrated task really works to lessen the level of anxiety of the students while applying the content knowledge within and across the curriculum teaching areas in senior high school, integrating ICT, and using the correct referencing style. The obtained measure is evidence denoting that

Pecha Kucha can give exposure and opportunity for the students to use English Language and can contribute to improving the teaching and learning process despite this pandemic situation.

Keywords: *Pecha Kucha, integrated task, oral communication, speech anxiety*

Reflection

The outcome of this action research has brought a significant realization and that is "Never underestimate the potential of the learners". Learners' limitless capabilities can be unleashed once given a proper guide and a clear set of instructions regardless of their cognitive level. The effective and meaningful collaborations of learners can create opportunities to learn from each other even with the minimum level of supervision of the teacher.

Introducing Pecha Kucha as an integrated task is never an easy thing for it might elicit lots of queries from the students who are not exposed to the SUBJECT INTEGRATION. However, in the long run, utilizing Pecha Kucha as an integrated task can be an eye-opening experience that could consolidate the amazing outputs of the students as a result of the meaningful and effective collaboration of the learners while applying the content knowledge within and across the curriculum teaching areas in senior high school, integrating ICT, and using the correct referencing style in which results are beyond the expectations of every teacher.

The success of this new strategy gives the opportunity to dig into the deeper reflection to ponder that every set of instructions must be clear, and logical to meet the criteria for success for every learner regardless of their cognitive level and can be more meaningful when other contents are integrated.

Pecha Kucha can also be a potential assessment tool in teaching speech writing among students since the template is much appreciated as a scaffolding strategy that eases the learners' script writing process based on the students' narratives.

ABSTRACT

Improving the On-task Behavior of the Online Grade Seven Learners through the Use of Happy Points

Emmanuel Alcaraz Mamaril, Teacher I
Bonnie Jay Aviles Taguinod, Teacher I
Schools Division Office of Makati City
BERF
December 2021

The study was conducted to determine the effects of Happy Points in improving the on-task behavior of the online Grade Seven Learners in Tibagan High School. The main problems identified were the low levels of submission rate of the students' class outputs, the quality of students' works, and the student participation in class during the synchronous sessions. This led the researchers to employ the use of Happy Points which served as a merit points in their classes. The points were collected using the ClassDojo application. This study used the mixed method and two-group experimental design and employed the use of a two-sample t-test to compare and analyze the mean number of students from the two classes who submitted their tasks on or before a set due date, and the mean scores of the student's tasks. Survey questionnaires, interviews, and teacher observation were all used to support the result of the quantitative data, to gather information about the students' perception of the use of Happy Points. Weighted mean and grand weighted mean were used to interpret the survey results collected at the end of the implementation of the strategy. Analysis of the data revealed that through Happy Points, students improved their on-task behavior and the quality of tasks submitted. They also found the giving of Happy Points fun, engaging, and motivating, encouraging them to participate more and submit their tasks on or before the due date. This study recommends the use of Happy Points in all learning areas.
Keywords: *extrinsic motivation, on-task behavior, online class*

Reflection

After the careful analysis and interpretation of data, the researchers could say that the use of the Happy Points system was found to improve the on-task behavior, class participation, and quality of submitted tasks of the Grade Seven students. This encouraged and motivated the students to submit their tasks on time and with improved quality and to participate in the class discussion through recitation in a fun and engaging way. The researchers then recommend the use of Happy Points to engage the learners and improve their class participation and their on-time submission of tasks and their quality. The researchers recommend that the use of ranking system in giving recognition to the students who earned Happy Points be catchy and relevant to the type and the likes of the learners (in

this study's case, the Ninja ranking system based on "Naruto"). Lastly, the researchers recommend the inclusion of other areas of on-task behavior like attendance in future studies.

ABSTRACT

Adversity Quotient and Coping Strategies of School Heads and Teachers Amidst the Pandemic

Edwin C. Pineda
Concurrent PDO II and Education Program Specialist
Schools Division Office of Valenzuela City
BERF
October 2021

COVID-19 is a global pandemic and concern affecting the economy, livelihood, and access to quality education. These inevitable learning challenges and interruptions brought by COVID-19 in education mostly to the school administrators, teachers and learners who were directly involved in implementing education in emergencies, had brought up different mental health problems due to the stringent health protocols of community quarantines, social/physical distancing, virtual online schooling fatigue and limited social interaction with others. The study aimed to investigate the adversity quotient and coping strategies of school heads and teachers amidst pandemic in Valenzuela City. the study adopted the mixed method approach combining quantitative and qualitative approaches with the total population of school heads and School DRRMC Teacher Coordinators as the respondents. Using an Adversity Quotient Response Profile by Paul Stoltz, Ph.D. questionnaire, semi structured interviewed and focus group discussion, the necessary data were collected. Results obtained were analysed using descriptive statistics and narratives. The result of study revealed that majority 74.6% or 100 out of 134 total population of the respondents/ informants have below average adversity quotient profile can be described with lower adversity quotient while only (25.4%) or 34 out of 134 total population of the respondents or informants have above average adversity quotient profile can be described with higher adversity quotient. The highly encountered challenges experienced by both respondents with their colleagues, parents and learners were "overlapping work deadlines and tasks schedule during pandemic", while the lowly encountered challenges experienced by both respondents with their colleagues, parents and learners were "non-harmonious relationship with co-workers or immediate heads, parents and learners due to stress and mental health challenges during pandemic". Thus, to alleviate these challenges, the researchers recommended that the School Division Offices should strengthen the implementation and promotion of sustainable Mental Health and Psychosocial Support (MHPSS), establish the

online responsive chatbot applications and mental health coordinating centers that serves as a feedback and coordination mechanism centers, schools should be provided with appropriate Capacity Building activities on MHPSS awareness and advocacy and proposed action plan of program on 1. Strengthen School and LGU partnership program; 2. Mental Health and Psychosocial Support program; 3. Communication, Coordination, and accessibility program; 4. Community linkages program; 5. Spiritual faith program and 6. MHPSS capacity building activities program.

Keywords: *adversity quotient, coping strategies, resilience, adaptiveness*

Reflection

As for the end goal of this research, new proposed action plan of programs on Mental Health and Psychosocial Support (MHPSS) were recommended and crafted for Schools and Offices. Through collaboration of SHN, DRRM and YFD Sections in coordination with commitment of partner agencies of the LGU's human and financial resources, and advocacies are the key for the successful implementation of MHPSS action plan of programs that reduces the mental health problem encountered by the teachers and school heads.

The evident significance of valuing and caring for oneself mental health was given importance during the peak of Covid19 pandemic stringent social distancing and resiliency of emerging MHPSS advocates through online webinars on adversity quotient and coping strategies were conducted to ease the anxiety brought by Covid19 pandemic to the Education. Through the conduct of the study, it has been revealed that school heads and teachers as education frontliners during pandemic shall be provided appropriate MHPSS capacity building programs, empowered with coping strategies that equipped them to continue performing their mandates and functions.

Post pandemic will come soon, and in-person classes will return to its normalcy, greater challenges of rising level of mental health problem encountered by teachers, school heads and learners in the school settings are highly possible. Studies and practice have known for some time that maintaining good adversity quotient and coping strategies in education is advantageous. Baroa, (2015). cited that adversity quotient can provide a promising role Adversity quotient can be used to determine the response and ability to survive in the face of difficulties in those related to education fields, such as teachers, administrative staff, student guardians, or children. Coping, first way to deal with adversity, is a process of managing toxin circumstances, expending efforts to solve personal and interpersonal problems, and seeking to master, minimize, reduce, or tolerate stress or conflict.

ABSTRACT

Effects of Bullying to Grade 7 Students in Rizal High School

Hya Cynth Myrth A. Galero
Schools Division Office of Pasig City
November 2019

Every child has the right to feel safe at home, at school, and in the community. Unfortunately, the prevalence of bullying as well as the harm its cause is underestimated by students, teachers, and parents. The World Health Organization defines bullying as a threat or physical use of force, aiming at an individual, another person, or a specific community or group which can result in injury, death, physical damage, some developmental disorders, or deficiency. The concept of bullying at school is not new; however, it has been increasing in recent years. Bullying is considered one of the most rampant and potentially damaging forms of school violence. This research is carried out to determine the cause and effects of bullying to grade 7 students in Rizal High School for the school year 2019-2020. The descriptive research study was applied to thirty (30) grade 7 students through purposive sampling. The researcher-made questionnaire was evaluated by the experts. The researcher conducted a short interview to determine the type of bullying they encountered. The researcher found out that bullying is a problem that can be detrimental to students' well-being. Based on the findings, physical bullying is the most experienced among grade 7 students. Since physical bullying is common during high school years. On the other hand, the feeling of shame is the number one effect of bullying based on the result of the study. The findings indicated that grade 7 students need to educate on how to deal with bullies by following the W.I.T.S. strategy- Walk away, Ignore, Talk it out and Seek help. The researcher designed and recommended the 'GUMAKASEBA Advocacy Plan'- Guro't Magulang Kabalikat sa Seguridad ng Bata. It aimed to empower the role and responsibility of parents; integrate bullying into teaching and strengthen the self-esteem of the students.

Keywords: *bullying, prevalence, underestimated, rampant, potentially damaging, power imbalance, purposive sampling, experts, W.I.T.S. strategy, GUMAKASEBA Advocacy Plan*

Reclection

Bullying is not a joke when it is repetitively done by actions or words towards the same person. It may be a joke to the bullies who make ridicule others for their fun. Repetitive actions or words can change the victim's life. There will be short-term or long-term effects of bullying.

Every student should know how to deal with bullies. Teachers are responsible for intervening in bullying by teaching kindness and empathy to

students and identifying the 'gateway behaviors' of the bullies. Gateway behaviors are signals of the beginning patterns of bullying. If students and teachers do their part, there will be no bullying happening in the school.

— △ —

ABSTRACT

Changing the Social Skills of Grade 7 at Risk Students through "C.R.E.A.T.E."
(Change, Reinvent, and Elevate
Attitude Towards Excellence)

Kate M. Sanchez - Teacher I
Sitero Francisco Memorial National High School
April 2019

Students' misbehavior in the classroom is a common scenario. In some researches, students' misbehavior is associated with social skill deficiency resulting in behavior problems and poor academic achievement. It is associated with social skill deficiency, where children without adequate social skills are at risk for difficulties including behavior problems and poor academic achievement. Hence, the intervention program (CREATE) aspires to improve the socials skills of at risk students.

This study is timely and vital in addressing the need for a program that will reinforce positive discipline in the classroom. The Edukasyon sa Pagpapakatao (EsP) of Sitero Francisco Memorial National High School (SFMNHS) maintains that the intervention program with the goal to Change, Reinvent, and Elevate Attitude Towards Excellence (CREATE) of students that are at risk is essential to lessen if not eradicate misbehavior in the classroom.

CREATE is supported by the three processes underlying social skills: seeing, thinking, and doing. The lesson plan of the intervention program is composed of activities (games, video, icebreakers, etc.), processing questions (guide questions), and application (reflection and commitment to apply the values learned) in the spirit of camaraderie, and positive and happy learning environment.

Action research design was utilized in this study. Social Skills Questionnaire and interviews were used for data gathering. The common classroom misbehaviors such as not submitting projects/homework, cutting classes, absenteeism, and violating school rules were garnered from the respondents. The common classroom misbehaviors such as not submitting projects/homework, cutting classes, absenteeism, and violating school rules were garnered from the respondents. Interactive games are found to be the most effective among the activities. Lectures are perceived to be the least effective. Pretest and posttest of the respondents' social skills have significant difference. Further studies in gender and grade level implementation of the program may be undertaken using this

baseline research.

Reflection

Bigger classroom issues sometimes emanate from minor offenses arising from students' misbehaviors. These misbehaviors if tolerated lead to teaching and learning disruptions. Misbehavior is the number one concern of every educator, so that numerous strategies have been identified to avoid it. The problem arises when the educator does not have the skill or knowledge to put in effect the necessary strategy.

Poor academic achievements and behavioral problems are the risk associated with children who lack the necessary social skills (Comides, 2014). He further stated that social skills stimulate peer selection, school adjustments, academic participations and self-managements.

This action research found out some positive effect of using the intervention program "CREATE" in reducing towards eliminating misbehaviors. Interactive approach of learning specifically interactive games is the most effective. Common classroom misbehaviors such as refusal or non-submissions of homework and projects, tardiness, absenteeism and violation of classroom and school rules were minimized after the intervention program.

ABSTRACT

Effects of Gambling to the Academic Performance of Select Rizal High School Students

Janette M. Timula - Master Teacher II
December 2019

Our country has a large generation of young people, and we place great hope in their power to shape our future. However, now a days the youth were so occupied with their craving for vices such as gaming, gambling among others. The study aimed to find out the effects of gambling to the academic performance of selected students in Rizal High School. The descriptive method was employed in this study and selected participants through purposive sampling. Questionnaire was the main source of gathering the data. It was found out that gambling as perceived by the respondents has a high extent effect that gambling affects their personality while on the area on the effect of gambling to the school activities resulted to moderate extent. This only proved the result of the first grading average wherein majority of the respondents fell on the category of developing with an average from 75% - 79%. Lastly, on the perceived effect on the relationship with family and friends it resulted to moderate extent that gambling affects their relationship. From the aforementioned results, it is highly recommended that the school should come up with an intervention plan for the students who might be hooked from gambling, for the parents to find quality time with their children and for the students to look for other activities that would hone their academic skills and knowledge.

Keywords: *gambling, gaming, student's personality, school activities, family relationship, academic performance*

Reflection

On the days when I was on guard with my students who are betting / gambling inside the classroom, I wanted to think of ways on how to stop them. I wanted to find possible techniques on how to redirect their attention to learning rather than betting or gambling. It was a great privileged that I was able to present the study about Effects of gambling to the academic performance of students. It is essential to note that young people gamble without harm and that most of them gamble for fun therefore we need to highlight the significance of ensuring young people and their parents to understand the threats associated with gambling. Evidence also shows that many school students are involved in some form of gambling-related activity – such as playing cards for money and betting with friends – long before they are legally old enough to place bets online or enter a casino. Providing young people with the skills and strategies to think critically and refrain from threats that may divert their attention from learning is also a vital

role of the education system. I look forward to making great progress in these areas working collaboratively with parents and the school.

ABSTRACT

The Use of Gratitude Journal in Improving Grade 8 Student's Amidst the Pandemic

Bernadeth C. Claveria
Navotas National High School
2021

COVID-19 has disrupted essential school-based services, also has been a source of stress and anxiety for learners, loss of interaction, and disrupted routines. The need to protect and promote mental health and the general welfare of all learners. The writer used the gratitude journal to help learners realize in uncertain times there are things they should be thankful for- access to learning and being able to spend more time with their family and loved ones.

Descriptive statistics was utilized in interpreting the data. A total of 30 student participants were randomly selected through fishbowl sampling technique; and root cause analysis to identify factors that could contribute to student resiliency of high school students. Furthermore, focused group discussions were conducted. A session every two (2) weeks in monitoring the participants and enlist the positive impacts of the gratitude journal on the student resiliency. After such, gratitude journals were collected and interpreted. A self-made behavioral checklist was given to validate responses from group discussions, completing the data for the study.

According to the data, the researcher identified that gratitude journals had helped in motivating the participants to do better in their studies. The students become optimistic in their view of the ongoing crisis, develop persistence in doing outputs, and appreciate things around them. School-wide utilization of gratitude journals is therefore recommended to ensure the improvement of students' resiliency.

Keywords: *gratitude journals, resilience, student's resiliency*

Reflection

"Gratitude makes sense of our past, brings peace for today and creates a vision for tomorrow" a quotation from author Melody Beattie which I believe has transpired in the lives of the writer and the respondents. Indeed, managing

struggles makes us a better version of ourselves and key to obtaining our highest potential. The experience enabled them to expand their horizon in understanding that gratitude and resilience is a must and should be a way of living.

ABSTRACT

The Google Classroom: A Tool in Harnessing the Academic Resilience Of the Grade 12 Learners in Practical Research II

Almira Xenia A. Navarrete -Cunado
Teacher III
November 2020

Teaching Practical Research has posed great demands among educators. Most students faced a dilemma between their distractors rooted from their various concerns. Such a predicament directly tests their resilience to achieve their goals. To address this, the researcher utilized an online learning management system, the Google Classroom, to ensure of a 24/7 access to the assigned tasks, monitoring engagement and progress, and completion. This study investigated the challenges met and the direct benefits the students gained from the use of LMS in terms of its content, navigability, design features, knowledge of tasks, accessibility, and organization and interactive mechanism. This qualitative research study determined the sample purposively, consisted of 40 Grade 12 Nash students who utilized the Google Classroom in Practical Research II for the first semester, SY 2019-2020. After the researcher-made survey questionnaire was accomplished, the data derived had been put through a comprehensive analysis by coding and categorizing the data. Findings revealed that the students find the website and app's capacity to provide clear knowledge of tasks such as what to do and when it is due. Further, the respondents claimed that it always demands internet connectivity which was found lacking. It does, however, develop their time management. Likewise, they suggested improving the organization of the platform. Indeed, the Google Classroom did help in harnessing the academic resilience of Grade 12-Nash in PR II. Further studies can be conducted on the utilization of a stand-alone learning management system vis-a-vis the Google Classroom for the students' optimal learning.

Keywords: *Google Classroom, Academic resilience, practical research, senior high school, technology, blended learning*

Reflection

The findings affirmed that the students who were in Grade 12, ages eighteen and above, had displayed enough maturity in dealing with the tasks

given to them. Moreover, these students had deepened their determination to pursue the target, that is, the progressive collaborative engagement, and the completion of the tasks as stipulated in the timeline, beyond the school hours and even outside the school premises. The Google Classroom provided easy 24/7 access to the monitoring and completion of tasks that the team engaged in. Blended learning as experienced in the Google Classroom, thus, is one of the many significant ways to ensure that the learners take responsibility for their own learning, not counting harnessing their academic resilience.

Witnessing the experience of the Grade 12 Nash Students in Practical Research II, the researcher discovered that the whole Classroom Action Research is a metacognitive endeavor that equally challenged her to pursue such an inquiry that is timely and relevant to the needs of the learners as well as the teachers. Further, the engagement confirmed that the mission to merge the pedagogical principles learned with the reflective practice must be done to ensure that quality education is constantly served among DepEd's young learner-researchers.

ABSTRACT

Team Teaching: An Approach to Strengthen Teachers' Emotional Resiliency in the Present Classroom Set-up

Juriz A. de Mesa
Navotas National High School
2021

Teachers were overwhelmed with different strategies and other teaching-related issues and concerns, which greatly affected their esteem and confidence in performing the profession. This study aimed to strengthen teachers' emotional resiliency in the present classroom by utilizing team-teaching strategies and/or approaches. It employed a qualitative research method in gathering the data, which included conducting focused group discussions via Zoom and Facebook messenger, virtual observation, and one-on-one interviews. A convenience sampling technique was also utilized to determine the participants of the study -the 11 Edukasyon sa Pagpapakatao (EsP) Teachers of Navotas National High School.

Data gathered showed that team teaching allows the EsP teachers to share ideas and meaningful and creative lessons while reducing the workload and stress, consequently strengthening the teachers' emotional resiliency without sacrificing the quality of teaching and learning. It can be concluded that strong emotional resilience is a significant component in maintaining clarity of mind during this Volatile, Uncertain, Complex, and Ambiguous (VUCA) World. It helped teachers adapt to the new normal classroom set-up and make the " not normal" "normal" while balancing professional and personal concerns.

Utilizing a team-teaching approach is highly recommended to ease teachers' workload and promote compassion and collaboration in the system to enhance the delivery of quality teaching and learning.

Keywords: *virtual observation, team teaching, emotional resiliency*

Reflection

Strong emotional resiliency is a significant component in maintaining clarity of mind during this VUCA world. It can help teachers to adapt to the new normal classroom set-up while working between professional and personal concerns.

Doing this study made the researcher realize that teachers could surpass any challenges if they have the assurance that they are not alone -that there is someone to accompany them. Also, emotional resilience is vital to manage stress more efficiently. Team teaching can help develop emotional strength among teachers, which is very important during this time. It shows the courage and power to share the emotional challenges and notable self-awareness, which is vital to face the challenges of teaching in the new normal, especially for traditional teachers.

— △ —

ABSTRACT

Gulayan sa Tahanan (Home Gardening) Amidst the Pandemic: An Approach In Addressing Students' Personal Wellbeing and Development under the Distance Learning Educational Scheme

Jonathan D. Lango
Rossel M. Septimo
Dionito P. Corduwa Jr.
Navotas National High School
2021

The physical absence of the kids in schools has not become a hindrance in maintaining the Gulayan sa Paaralan (GPP) garden as they were sustained by the strong alliance and concerted efforts of the school heads, teachers, parents, and most specially the students and the continuous support from the Local Government Units (LGU). From the vicinity of the school to the very home of concerned participants of this school-based project; from Gulayan sa Paaralan to Gulayan sa Tahanan in which one of its basic objectives is to become an approach in addressing the personal wellbeing and development of the learners' participants by engaging them in tending various vegetable gardens. It is also a way to help learners' family to have a source of healthy food which are not laced with synthetic fertilizer, for this project advocates for an Organic Agriculture. The researcher has

examined and explored the effectiveness of hands-on gardening as intervention on the learners' well-being amidst this pandemic. The participants were chosen using cluster sampling technique and demonstrated 75% response rate. Data were treated with descriptive statistics. It also employed a descriptive research design and resulted with the selected participants displayed very good disposition towards gardening. In the level of happiness, learners' participants have shown significant improvement after being exposed and engaged to hands-on gardening and believed that gardening activities have positive influences on health and well-being of the person. It is now then recommended that learners can have great benefit from gardening like social benefits, enhanced one's emotional well-being, nutritional benefits, and physical activity improves one's social and physical health.

Keywords: *gulayan sa paaralan, organic agriculture, personal wellbeing and development*

Reflection

This paper has examined and explored the effectiveness of hands-on school-based and home-based gardening as an approach on the learners' personal well-being and development amidst pandemic. Gardening activities can lead to active engagement and attention where learners themselves are doing the cleaning and planting of vegetables in the assigned area at home or in-school. The Learners can also learn gardening skills when they incorporate gardening into their daily activity routine. Physical activities in gardening play an important role in positively influencing human health and wellbeing.

Recurring themes among each of the participants indicate importance to engage oneself in the gardening activities to increase social interaction, communication, motivation, task engagement, relieving stress, and improve people's health and well-being. It is of interest to embrace gardening at home. Further studies may be conducted integrating gardening in the lessons among students to understand how effective gardening in their academic performance and point ways on facing life's challenges.

ABSTRACT

Occupational Stress and Psychological Well-Being
of RHS-JHS Teachers During the Pandemic

Rosette A. Aquino
Florencio C. Aquino, Jr.
Master Teachers
October 2021

This pandemic excruciates certain degree of occupational stress among teachers. Managing stress is vital to keep pace with the challenges of today.

This study investigated the occupational stress and its relationship to the psychological well-being of teachers in JHS of Rizal High School. We used the descriptive method that explored the various occupational stress and psychological well-being and descriptive-correlational method that ascertained these variables. A stratified random sampling was utilized.

Results revealed that teachers occupational stress are brought by several factors: teachers rarely engaged with interpersonal conflicts at work; they have experienced organizational constraints once or twice per month; they view quantitative workload as a source of their occupational stress at least once or twice per week; and teachers experience physical symptoms due to occupational stress once or twice a month due to quantitative workload. Meanwhile, as to psychological well-being, the teachers moderately agree that being autonomous is an important aspect; they agree on the contribution of their environmental mastery; and moderately agree on the area of their personal growth. There is no significant relationship between sex and occupational stress variables as to interpersonal conflicts, organizational constraints, physical symptom inventory and quantitative workload in the same way as to age and position. Finally, occupational stress has no significant relationship on the psychological well-being of the teachers. With the apparent onset of experiencing occupational stress, we recommend a continued psychological mediation to sustain teachers from coping with occupational stress. Keywords: occupational stress, psychological well-being, organizational constraints, quantitative workload, physical symptoms.

Keywords: *Reflection Stress Pandemic*

Reflection

The paraigm shift in the educational platform from in-person to online/ remote learning had dramatically affected teaching delivery. For this reason, we examined the probability of teachers getting stressed and gauge the different levels of occupational stress (interpersonal conflicts at work; organizational constraints; quantitative workload, and physical symptom). This brought us to identify the

most often occurrences and correlate it to the psychological wellbeing of the teacher. Teachers may not be equipped with the proper response towards the profession's demands and tend to resort more on the emotional aspect that would linger around to bring stress. Addressing the psychological needs of the teachers will enable them to cope with the profession's stress. Teachers perform well when they can handle their stress. Examining their well-being and taking actions or measures to improve psychological well-being is at par more important. It is for the inclusive reason that neglecting the workplace well-being will affect work performance.

This research had gained insights in cultivating the aspects that brought stressful conditions that affects the well-being of teachers. In turn, this research had provided solution to get away or minimize the onset of stress among teachers that eventually may affect their performance when not dealt properly.

ABSTRACT

Monitoring and Grading the F138 Report on Learners Observed Values of Learners at Home Through the Use of L.O.V.E. (Learners Observed Values Education Card)

Avengel Joseph A. Federis, SST III
Giselle M. Rodelas, SST I
Navotas National High School

The distance learning modality challenged how class advisers would grade the "Report on Learner's Observed Values" in Form 138. To address this, researchers created the L.O.V.E. Card or the Learners Observed Values Education Card, a task-based duty card that presents 30 indicators for learners to practice at home aligned with the behavior statements of DepEd Core Values and the integrated "Values for Self-Care". Provided in each NavoBox learning kit, parents and/or guardians and their learners work hand-in-hand to accomplish the given tasks complemented with strict monitoring, guidance, and supervision for the entire school year. Using the card, learners are evaluated by their parents/ guardians on a quarterly basis supported with constant feedback.

The researchers used the descriptive research method and utilized online survey questionnaires, interviews, and feedback for data collection. The duty card underwent validation and constant revisions prior to implementation. Sixty (60) respondents, Grade 10 learners including their parents/guardians, were chosen through convenience sampling.

Most learners and parents/guardians signified their appreciation towards the LOVE Card duty card as (1) a tool for self-reflection and improvement and as (2) concrete evidence for their class advisers in grading Form 138. Honesty in

usage, lack of adult supervision, and the challenge of advisers communicating with the parents/guardians are recurring responses that hinder the authenticity of learners' scores in the LOVE Card. In conclusion, the researchers recommend devising a simpler collection method for the card, complementing school activities, and simplifying the simple and attainable tasks.

Keywords: *learners' assessment, innovation, grading system, character rubric*

Reflection

More than delivering the learning competencies is the role of a teacher in the continuous values formation of his/her learners. The pandemic has challenged the teaching-learning process and the authenticity of the grading system. But, collaborating with parents and guardians and making them involved is a move that we should be doing to make learning more effective and transformative. This action research believes in the idea that each learner, given little opportunities to reflect and improve especially his/her values, will have a big impact on his/her character in the future. Let them discover who they are, do self-reflections, and act upon their betterment supplemented with proper adult supervision. As teachers, we must be able to find concrete ways to give proper assessments of our learners. Grades are just numbers, but what is important is how we take part in building the Filipinos of the future.

━━━━━━━━━━━━━━━ ⛺ ━━━━━━━━━━━━━━━

ABSTRACT

Conducting Project Brush-Up: Sharing Best Practices is Sharing Positive Vibes to Provide Continuous Instructional and Psychosocial Support to Edukasyon sa Pagpapakatao Teachers of Navotas National High School in this Time of Distance Learning

Jann Rencille B. Quinto
Navotas National High School
2021

As we face the new normal in education, the teaching force needs to be adaptive and resilient to change. Teachers need instructional and psychosocial support to face the new challenges in delivering quality education. Seasoned teachers need assistance in the use of the different online learning platforms and techniques in conducting online classes engaging and interactive. On the other hand, beginning teachers need constant motivation and guidance from the experienced ones. The researcher believes that each teacher should learn from their co-teachers through sharing their best practices. To be able to address these needs, the department came up with Project Brush Up: Sharing Best Practices is Sharing Positive Vibes. The program was conducted on all Fridays of September

of 2021. The first topic was Let's Tech It Easy focusing on the use of ICT in Virtual Classes which includes a tutorial on different learning platforms such as Canva, Wheel of Names, Zoom, Messenger Classroom, and Messenger Poll, Mentimeter, and Google Forms. The next topics were Psychosocial Support, Effective Learning Modalities, Strengthening Spiritual Life, and Intensifying Teacher-Parent Partnership. This study employed descriptive research method on where all Edukasyon sa Pagpapakatao Teachers of Navotas National High School served as participants. The effectiveness of the program was monitored through focused group discussion, students' performances, and entries in teachers' journal. Based on the evaluation of the program, teachers became more motivated to teach because they feel that they are more equipped and ready to deliver their lessons. Students also enjoyed learning, even if not face to face, since their teacher used varied and tested teaching strategies. As a result, students' scores in the 2nd and 3rd Quarterly assessments improved, virtual class discussion became interactive, and almost 90% of the students regularly submitted their outputs on time.

Continuous conduct of Project Brush-Up session is recommended to sustain the improvements in the teaching-learning environment.

Keywords: *project brush-up, sharing of best practices, positive vibes, continuous instructional and psychosocial support*

Reflection

Once a teacher, forever a learner. We learn through sharing. Through this project, all Edukasyon sa Pagpapakatao Teachers of Navotas National High School were given the opportunity to share their best practices in venturing in this new normal education. Everyone felt that they were valued and have something good to share. After identifying the problems, teachers proactively took the initiative to provide solution through their trusted and most effective strategies. Everyone benefited from this program. Teachers learn and this learning was converted to more engaging and interactive discussion leading to improved students' performance.

ABSTRACT

Efficient Management of Student's Poor Attendance through the Use of a Quick Response (QR) Code

Marivi T. Camacho
Janeth M. Pineda
Nagpayong High School
Schools Division Office of Pasig City
2021

Improving students' attendance and parental involvement are vital to ensure quality learning and a high passing rate at the end of the school year. Thus, this action research was implemented to determine the efficient management of students' poor attendance through the use of QR CODE Technology (QR-Code). The study utilized the descriptive quantitative method of research. Quantitative data were attained from the results of the 5 –item survey questionnaire and students' attendance records, while the qualitative data were attained from respondents' reflection notes and feedback. The statistical analysis used was percentage and weighed mean to analyze whether there was a significant difference in the results of the pre-implementation and post-implementation of the intervention. Reflection notes and feedback were analyzed through thematic patterns. The study revealed that (1) QR Code is highly accepted by student-respondents and also got high satisfaction from parent-respondents (2) the analysis of attendance report during the pre and post implementation of QR Code technology showed a high improvement of student attendance. 3. Positive responses of both respondents based on their reflection notes showed their appreciation, agreeability and acceptance of the use of QR Code technology as an effective tool to check and monitor student's daily attendance. It is recommended that: (1) Teachers should use Quick response code technology in checking and monitoring students' daily attendance, most especially to students with severe cases of absenteeism and cutting classes. (2) Consider implementing a school-wide use of a more state of the art QR Code technology as an intervention program in managing students with poor attendance.

Keywords: *student's attendance, absenteeism and tardiness*

Reflections

Utilization of (QR-Code) is found to be efficient in the managing, checking and monitoring the attendance of students with poor attendance record. As there was significant increase in the total percentile of attendance with a total of 46% which signifies a very high extent of improvement.QR Code Technology is highly acceptable by students and parents in terms of its accuracy, efficiency and

being user-friendly in the checking and monitoring of daily attendance. Specifically, parents were very satisfied in the use of QR Code for they feel secured and at peace that their children are present in school whenever they receive real-time messages regarding their children's attendance status on a daily basis. Moreover, respondents conveyed positive responses, appreciation, agreeability and acceptance of the use of QR Code as an effective tool to check and monitor daily attendance. The researchers gained insights in improving teaching strategies by incorporating meaningful actions and techniques to improve the attendance of the learners using innovative techniques and workable solution to the handicap of our SHS learners in terms of improving their attendance which is a big factor in ensuring high if not 100% passing and promotion rate of learners in school.

GOVERNANCE
(Enabling Mechanism)

ABSTRACT

School Heads' Practices and the School Efficacy in the New Normal System

Robin S. Ramos
Principal I
2022

This study determined the level of school heads' practices and the school efficacy in the new normal system as perceived by 145 educators composed of fifteen (15) school heads, thirty (30) master teachers, and one hundred (100) teachers. It attempted to propose a stakeholders' convergence plan in the Schools Division of Valenzuela, Caloocan and Quezon City during the school year 2020 – 2021. The study used a descriptive method of research that involved the participation of schools in the National Capital Region. The validated survey instrument containing various items or questions were used and covered areas on the efficiency level of school heads' practices as well as the level of school efficacy in the new normal system. The findings of the study revealed the respondents exhibited highly efficient level in performing their practices in all of the following areas identified: Planning, Organizing, Staffing, Directing, and Controlling. Moreover, the respondents revealed highly efficient on Increasing Learners Enrolment and Improving Teachers' performance as part of the school efficacy in the new normal system. They are efficient in terms of Utilizing of funds, Decision-making, and Collaborating with stakeholders. The study also found out that there is a significant difference in the assessment of the three groups of respondents on the level of school heads' practices. There is a significant difference in the assessment of the three groups of respondents on the level of school efficacy in the new normal system. Lastly, there is a significant relationship between the school heads' level of practices and school efficacy in the new normal system. The researcher recommended a convergence plan to further improve the school performance based on the findings of the study. This is made not limited to the participating schools and divisions but to every school that finds it necessary to increase the collaboration and sustainability of program success.

Keywords: *school heads' practices, school efficacy, convergence plan, learners' enrollment, teachers' performance, decision-making*

Reflection

As a school head, it has been observed that the extent to which school heads possess the management practices to transform educational supervision amid challenges is a matter of concern given that most elementary school heads carry an enormously varied workload in managing their school resources and being the professional leaders of the school. At the same time, there is a very

demanding administrative duty to manage. The school head must make sense of all this diverse activity in ways that achieve the purpose of the school, and which are congruent with the culture and underlying values of the organization especially during the times of pandemic or environment challenges. He cannot play his role effectively if not adequately equipped with essential practices and skills because the process of effective utilization of available resources needs special skills or ability.

ABSTRACT

Use of Database Information System in Simplifying Preparation of School Forms and Records

Wrengay S. Del Valle, T I
Joey N. Abergos, T II
Signal Village National High School
Schools Division of Taguig City and Pateros
March 2020

One of the most challenging duties of teachers, especially class advisers, is the preparation of various school forms. Many teachers complain about the time they need to spend in accomplishing school forms and student data requested by different government agencies. To address this challenge, a study on the use of a Database Information System was conducted. This study aimed to simplify the preparation of school forms and records using Database Information System. Furthermore, it aimed to increase work efficiency and reduce stress among teachers caused by workloads. It utilized the descriptive research design. The data collection method employed was a mixed method with triangulation of data using observation, interview, and survey questionnaires. Twenty Grade 7 advisers of Signal Village National High School participated in a 6-month study. Results showed that the majority of the participants responded positively to the use of database information systems in terms of their efficiency, usefulness, ease of use, ease of learning, and satisfaction. This implied that Database Information System is suitable for teachers to become more efficient in performing clerical tasks and more time can be devoted to teaching-related tasks.

Keywords: *database system, input, generate, school forms, record, information*

Reflection

Majority of the teachers responded positively to the use of Database Information System; it is still important to consider those teachers who experienced difficulty in using it. Based on our observation, difficulty arises because not all teaches are knowledgeable in using Microsoft Excel. The success of Database

Information System depends on teachers' capability in using the database. With this, the DepEd should continue to provide seminars and trainings to upskill teachers especially in ICT.

This study shows that there are ways to simplify tasks. Thinking innovatively in maximizing resources to make work more efficient is the key to success.

ABSTRACT

Reskilling and Upskilling Teachers' Research Writing Skills: a Sulong Edukalidad Battlecry to Conquer Fear of the Unknown

Joey Z. Balsomo
Education Program Supervisor
BERF
May 2021

The action research explored on the teachers' research writing skills as an attempt to answer the call of Department of Education to increase and sustain the delivery of quality of education as part of Sulong Edukalidad educational campaign. In this study, the researcher attempted to identify the weaknesses considered by the teacher-respondents as root causes of their developing fear on writing research projects. There was an average of 105 teachers participated in the collection of data needed in this study. Data collected came from three researcher-made survey questionnaires. Each survey questionnaire focused on a particular topic of concern. First was on the respondents' developing emotion towards writing research. Second focused on the respondents seeing themselves in terms of writing their researches, and essential topics/skills to be integrated in their preferred mode of support system. And third, was the assessment of respondents on their use of module material. The analysis of data revealed that: most teacher-respondents wished they could have more respect for themselves in terms of writing action research; they preferred flexible modular course which allows them do the task according to their most convenient time; they have a positive view on seeing themselves possessing research skills required in writing projects, but comparing these to their other responses some were contradictory in terms of developing fear on writing research; parts of an action research was the most needed topic by the respondents; and last, the proposed module created for them was seen relevant and aligned to their writing needs.

Keyword: *Human Resource Development, writing skills, survey, teacher-researcher*

Reflection

   Reflecting on the emotions attached to writing research, the findings led me to realize to provide teachers with research-writing opportunities which would help them develop their writing confidence. Fear was formed out of limited research-writing opportunities, and if they might have been exposed in any research-related activities certain skills were not learned or still needed to be mastered by them for them to write with confidence. Further, teachers preferred attending to their modular course which could be more practical. This would allow them to focus on the work at hand without compromising their official functions in their respective schools.

   However, one significant finding observed among the teachers were their contradicting responses as to reasons of developing fear on writing research and low perceptions on their writing skills. I could only infer that the survey questionnaire I provided to them in gathering my needed data was under the Hawthorne's effect – the result of participants' change of behavior under observation (Landsberger, cited in Baxter, Courage, & Caine, 2015). This could be minimized through interviews, and observation be extended longer in order to check any change from the initial time period of Hawthorne effect and separate variables that are needed for further investigation.

ABSTRACT

Bridging and Enhancing Science Teaching (BEST) of Caloocan City Science High School Teachers to Address the Spiral Progression of K-12 Program

Suzzeth U. Dizon, MT III
Angelo G. Cabic, HT III
Abigael M. Manzano, MT I
Caloocan City Science High School
BERF
October 2021

   Science Education in the Philippines is facing a lot of limitations which includes the shortage of qualified science teachers. The roster of teachers in the school settings today does not satisfy the needs of the DepEd K to 12 program. Science teachers are only experts in one domain thus making it difficult for them to execute the topics beyond their expertise and to adapt to new approaches. Hence, a science teacher regardless of specialization, is required to teach other domains of the learning area. In order to address such concern, the instructional leaders of Caloocan City Science High School initiated and designed the program: Bridging and Enhancing Science Teaching (BEST) Training Program for the Science Teachers. The training program aims to improve or enhance the content knowledge of the teachers in all domains of Science, namely Biology, Chemistry,

Earth Science, and Physics.

A 60-item standardized examination for each domain that covers all the learning competencies of the Science curriculum of Junior High School was made by the instructional leaders. A scheduled pretest was conducted and the result served as the basis for designing the program matrix and the topics. The BEST Training program was conducted in five sessions, including the scheduled posttest. At the end of the program, the same standardized examination was given to the teachers for evaluation and analysis. The entire conduct of the program was evaluated using a qualitative and quantitative approach.

There is an evident increase in the mean scores of the teacher- participants of the bridging program across the four areas in Science (Earth Science, Biology, Chemistry and Physics). With an average mean difference of 5.82 it can be stated that the conduct of the bridging program improved the content knowledge of the teacher-participants. There is a significant difference in the pretest and posttest scores of the teacher-participants using the One-Sample T-test. This indicates that there was a significant gain in conceptual content knowledge among the participants after undergoing the bridging program for all domains in Science.

Keywords: *K-12 Science Curriculum, spiral progression, bridging program, BEST, CalSci*

Reflection

The implementation of the spiral progression in the K to 12 Program in the Science curriculum has challenged most of the Science teachers all over the country. To trace back in the undergraduate teacher education curriculum, a Bachelor in Secondary Education majoring in Science is required to choose a domain to specialized, either General Science, Biology, Chemistry, and Physics (SEI-DOST & UP NISMED, (2011). Framework for Philippine Science Teacher Education). However, when already in the teaching profession, they are not equipped and confident to teach other domains. This may pose a great impact on student's content knowledge and skills.

While some schools were able to allow their roster of teachers to teach their specialization, the BEST Training Program for the Science Teachers in Caloocan City Science High is one of the useful programs that can be adapted by other schools who's experiencing the same dilemma in terms of teaching other domains. This may also be adapted in other learning areas, such as Integrated Mathematics wherein spiral curriculum is also evident.

To further maximize the objective of the training program and to achieve great improvement among the Science teachers, the program may be implemented before the beginning of the school year in order to properly schedule and allot more time for the training. It is also recommended to widen the coverage of the topics to discuss for each domain and not only to focus on the critical content.

Hence, if this program will be executed well by the school instructional leaders, the teachers will be more confident to teach integrated science regardless of the domain of any grade level in JHS.

ABSTRACT

Utilization of the Self Learning Modules (SLMs) as Assessed by the Master Teachers of the School Division Office of Muntinlupa City

Zoren Pepito L. Gubalane, SEPS
Phoebe R. Arroyo, SEPS
Joseph D. Nilo, EPS II
BERF
March 2021

The COVID 19 Pandemic adversely affected the normal operations of the Division and schools, as well as the teaching and learning processes and learning modes. Throughout the Department of Education's regions, divisions, and schools, workers instinctively took on the challenges, never giving up, and never getting tired of addressing the pressing concerns for teaching and learning. After taking into account the formal and informal feedback received from the field regarding some issues in the use and implementation of SLM, researchers became interested in formally assessing them and being able to identify the gaps for the purpose of recommending relevant interventions. The chief purpose of the study was to assess the utilization of the SLM adapting the five content features of Dr. S. A. Jogan (2016) namely: (1) self-explanatory, (2) self-contained, (3) self-directed, (4) self-motivation, and (5) self-evaluation. This study used a descriptive method through the use of a researcher-made survey questionnaire administered to all master teachers of elementary and high schools in SDO Muntinlupa. Separate focus-group discussions (FGD) were conducted by the researchers to determine the consistency of the data generated for the study. The study had generated sixteen relevant issues/concerns across the five identified features during the successful conduct of FGD. All of these were included in the proposed intervention plan prepared by the researchers. Furthermore, the general assessment of the respondents on the five identified features revealed that the SLMs were self-explanatory, self-contained, self-directed, self-motivating, and self-evaluating.

Keywords: *self-learning module, implementation of SLM, utilization of SLM, content features of SLM*

Reflection

It is a must for a researcher to gather needed data from the right source. Since the study participants were all master teachers, the researchers felt confident that the data generated was of high quality. In addition to the researchers' survey questionnaire, a focus group discussion (FGD) was also used. This process offered the researchers an opportunity to examine the consistency and triangulation of responses. During the FGD, participants were simply asked: Were the SLMs self-explanatory, self-contained, self-directed, self-motivated, and self-evaluated? The

participants were given the chance to explain why? The data generated from the survey and FGD were incorporated as inputs into the proposed instructional intervention plan.

ABSTRACT

An Assessment on the Policy and Program Development Process of Schools Division Office of Caloocan City

Christened Arbee Cristobal-Pasion
Rodolfo G. Reyes II
Schools Division Office of Caloocan City
BERF
2020

Policy in an organization is a general guidance to the organization's mission, a specific guidance toward implementing strategies and provide mechanism to control the behavior of the organization. It is fundamentally important for organizations to develop policy. An organization without policy is an organization without control. If there were no formal documented policies, then organization personnel at any level would have no guidance on how to make decisions.

Policy can be seen as tentative decision for action regarding a future state. Uncertainty exists therefore concerning the desire for the results to be obtained. Such uncertainty, which is increased by a rapidly changing environment, will also influence the effectiveness and efficiency of policy implementation. It has been the practice not only in the Central Office of the Department of Education but also down to the Regional Offices and Schools Division Offices to issue various issuances to formulate, implement and coordinate policies plans and programs, projects and activities all for the efficient and effective delivery of basic education services. The Republic Act (R.A.) 9155, otherwise known as the Governance of Basic Education Act, vests the Department of Education the authority, accountability and responsibility for ensuring access to, promoting equity in, and improving the quality basic education. (R.A. 9155, Aug. 2001). Issuances such as Deped Orders, DepEd Memoranda, Office Orders, Office Memoranda, Unnumbered Memoranda and Advisories are one of those that embody the different levels of action. The abundance of these issuances often results in conflicting provisions which sometimes impede the efficiency of the services it should provide. It is through these lens that this study looks into the Policy and Program Development Process of the Schools Division Office Caloocan. This study was conducted not only to assess the existing policy formulation and program development process of the SDO-Caloocan but to proposed for a data driven Policy Framework for all

the programs and harmonize the existing policies aligned with the DepEd's thrusts and vision. Such Policy Framework shall serve as the backbone of each program implementor and stakeholders in order to attain the common goal.

Using exploratory research design, the study looked into the policy-development process of SDO Caloocan by document analysis of published Deped and SDO memoranda as well as Deped orders relative to this. Then select participants from the various governance levels were interviewed and given survey forms to identify their practices and philosophies on policy development. These included head teachers, master teachers, principals, supervisors, chiefs, and superintendent.

The study showed that leaders from the different governance levels similar philosophies and practices in policy development and implementation. This resulted in the designing of a policy development process that could be adapted not just by SDO Caloocan but of different governance levels as well. The framework focused on three major elements namely evidence-based, systematic, and the stakeholders. These elements greatly affect the policy-making process framework. Furthermore, a technical assistance framework it proposed in order to ensure that leaders would be able to take on policy development in their various governance areas.

Keywords: *policy development, governance, leadership, planning*

Reflection

Pragmatists believe that life is dynamic and is subjected to constant change. The ultimate aim of education are bound to be dynamic even the processes and program development. The principle of utility, interest, experience and integration are prescribed in this study. The program and process development is a social and bi-polar process. The ultimate achievement takes place as an interaction between the stakeholders and the program developers. its development is not only taken from the perspective of single person or office. As a multifaceted study, the program took the process from the lens of leaders from various governance levels he practical outlook in this study is to harmonize the processes, consider the impact to the recipient and go back to the drawing board as part of the monitoring and evaluation. furthermore, it also sought to propose a policy development and planning paradigm that could be adapted by educational leaders

The study was such an enlightening journey not only as a member of DepED but more importantly as an academician and educational leader. It has taught us how a singular concept taken from a multifaceted lens could yield such a plethora of perspectives and notions. The proposed frameworks developed through this study has enabled us to understand how an educational leader could deliver services through policy in more systematic manner. Furthermore we are surprised at how flexible the frameworks can become. Given that the data gathered were from various governance levels, its output could be scaled too to various level. Such is the beauty of systems thinking.

ABSTRACT

Integrated and Automated Nifty Database and ERF (Equivalent Record Form**) System (IANDBES) to Improve Personnel Processes**

Christian G. Bumatay
Administrative Assistant III
Office of the Schools Division Superintendent-Personnel
Schools Division Office of Valenzuela City
November 2021

SDO-Personnel Section offers major processes which includes encoding of advise, appointment, CSC Checklist and transmittal, checking of teachers entitled for step increment and loyalty pay, salary adjustment and transfer, leave and retirement, Certificate of employment and Equivalent Record Form. All of these are done manually and most of the time became redundantly. With this, Integrated and Automated Nifty Database and ERF System (IANDBES) was conceptualized.

Participants are 25 randomly selected SDO-Personnel (district handlers) and Administrative Officer II (school based). They will provide outputs using traditional way of computing MS Excel and encoding using MS Word. They will also provide STEP Increment, Loyalty, Advise, Appointment and Salary Transfer. The findings of this study provided evidence that the use of Integrated and Automated Nifty Database and ERF System (IANDBES) as a tool to in improving personnel section transactions. The IANDBES which was utilized in this study provided administrative officers ease of access to service records, teachers' profile, generate summary and multiple files in a single command.
It also produced accurate computations and more importantly helped the administrative officers automate processes to increase efficiency and fast delivery of services in personnel section transactions.

Based on the findings of the study, some implications for future research can be observed. Since it has proven in this study that the utilization of IANDBES improved personnel section transaction, the researcher highly recommends that the division office and schools set its ground for its potential utilization and adoption.

Keywords: *accessible, accurate, efficient, integrated and automated nifty database and erf system*

Reflection

As a Personnel staff, the researcher experienced tedious job, rendered more time at the office and worked even on weekends just to accomplish all the tasks given. A realization on the conceptualization of an integrated database system came up and was given attention since it answered personnel section's

concerns in HR processes.

The researcher created and developed a database system that processed and accomplished different tasks on a lesser required user inputs and generated accurate and automated output on a short period of time. With this, the researcher opened his mind on the creation of more systems that can ease his workplace's tasks. Upon using the integrated database system, processes were done easily and accurately. His colleagues proved the effectivity and efficiency of the system upon doing the evaluation through actual computation of STEP Increment, Loyalty, Advise, Appointment and Salary Transfer. The respondents perceived IANDBES as an easy tool in accessing and generating information, provided accurate calculations, and agreed that the use of IANDBES is an efficient tool for personnel section transactions.

Being holistic and compact made this study succeed, though improvements are to be implemented and observed. Providing an ease in doing HR tasks made the researcher to continue learning to make it more effective and improve its features. Making the work as easy and efficient as possible is one of the passions of the researcher hence creation and development of different database systems is his priority. To help his colleagues as well as the department led the researcher to discover new systems that will be beneficial not only to the end-user but also to its clientele.

ABSTRACT

Peer-Support Strategy for Technological Assistance to Digital Migrant Teachers of Parang High School to Reduce Workload Stress in the New Normal

Marites L. Calilao, Teacher I
Marvin D. Mauro, Teacher III
Nieves T. Salazar, Master Teacher I
Schools Division Office of Marikina City
BERF
February 2022

The brunt of the global CoVid-19 pandemic took its toll on all aspects of society. One of the most affected sectors is that of teaching and learning. As the delivery of education shifts from the classroom to distant learning modalities, technology and internet connectivity became necessities for both teachers and learners. It is in this context that the researchers were prompted to investigate the effect of a peer-support system to reduce workload stress among digital migrant teachers. Descriptive survey research design was utilized to describe the profile of the participants. It was also used to assess technological knowledge and skills and the level of workload stress to the digital migrant participants. Triangulation was

employed utilizing a questionnaire comprising Likert scale and open questions focusing on commitment to extend assistance, openness to learn, and significant learning from the peer. The study revealed that digital migrant teachers were insufficiently knowledgeable in creating and editing simple presentation and animation. In addition, it was complicated for them to use online collaborative tools. The findings showed significant difference in the level of workload stress among the participants when given technical support and assistance from peer. Therefore, providing technological assistance can significantly reduce the workload stress of digital migrant teachers in the new normal. The researchers recommend that the technologically savvy teachers continue to give support to the digital migrant teachers.

Reflection

As the delivery of education shifts from face to face to distance learning modality, the seasoned teachers were the one who were greatly affected for they are not adept in utilizing interactive and collaborative applications in teaching in the new normal. Aside from the webinars attended by the digital migrant participants, hands-on activities given by their peer tandem gave the most significant learning and retention to address the demands of the new normal way of teaching.

In addition, tandem belonging to the same department leads to a better camaraderie and rapport since they are familiar with one another and they are more open to ask for technological assistance. Mentoring individually with a tandem helped a lot in their confidence to face the challenges in teaching online classes. Thus, developing better and improved instructions.

From the qualitative data gathered from the participants using interviews and observations, it was evident that the craft offered by seasoned teachers and the technological savvy of young teachers brought a symbiotic relationship and reduced the workload stress in the new normal of education.

ABSTRACT

Applying ClassDojo to Help Increase Parent Involvement in their Children's Education

Nerissa Senobio Francisco Ed.D.
Master Teacher (English)
BERF
February 2021

In whatever mode of learning it may be, parents and extended families have the most direct and lasting impact on children's learning. They incontrovertibly play a very essential role in supporting their children's education. However, even before the pandemic struck, the status of parental involvement of Filipino parents has already been a contributing factor to students' unsatisfactory academic performances. Now that the pandemic is at the helm, things get worst. This study aimed to discover the way the ClassDojo app helps increase the involvement of parents in the education of their children, and their perception of the said app. It also sought to perceive the effectiveness of a digital application like the aforesaid application in improving parents' involvement in their children's education. This qualitative-participatory action research selected participants through purposive sampling. To ensure the validity and trustworthiness of the data collection process, the researcher used the triangulation method. The data-gathering methods include survey questionnaires, interviews, and the use of observation notes. The results revealed that with ClassDojo, respondents are more engaged in their children's education. They also recognized that this web-based learning tool can help their children improve their performance in school and that communicating with the teachers is more expedient and effective. Most parents believe that they contributed a lot to developing good study habits in their children and concurred that digital applications like ClassDojo are helpful and effective tools for getting parents more engaged in their children's education.

Keywords: *parental involvement, innovation, digital learning tool, ClassDojo Application*

Reflection

The researcher sees that building good communication with parents is relatively challenging. Some parents are uncaring and indifferent even if it was for the welfare of their children and seemed to already have negative issues instilled in their heads when it comes to digital learning tools like ClassDojo. However, the researcher pushed this through because based on her experiences as an educator, when parents are more engaged with the schoolwork and activities of their children, they achieve better outcomes. Also, quite the reverse, some parents are commendable. They may have a challenging time using the ClassDojo app,

nevertheless, they appreciate it so much and took the time to learn and get used to it. In the end, being tech-savvy is never the standard for a parent to be able to support their kids. This tool may have helped the respondents of the study by giving them the convenience of tracking their children's performance in school and communicating with the teacher, but it is the depth of their drive of supporting their kids that's the key to their good academic performance.

ABSTRACT

Management Practices, Professional Development Needs and Activities in A City Division: Basis for Teachers' Development Program

Emenell P. Gamay
Teacher 1
BERF
February 2022

Professional development among teachers is one of the goals that the Department of Education evidently promotes at the school level and the city division in general. This study aimed to describe the management practices, professional development needs, and activities in a city division. Specifically, it sought to find out the school activities needed most by the teacher, as well as which professional activities had the largest and lowest impact on teachers' professional development. A quantitative research design was considered particularly descriptive survey method with the use of guided survey questionnaires given to selected high school principals and teachers who belonged to district 10 secondary schools in the division of Parañaque City through purposive sampling. Results of the study showed that with the numerous training given by DepEd in the public schools, it appeared that training related to educational laws and orientation on promotion and reclassification is the development activities needed most by the teacher. In relation to the school principal's management practices, the safety and well-being of teachers, valuing a sense of professionalism, and following the DepEd policies and standards were highly observed and manifested in the schools belonging to District 10 as perceived by the teachers. The result of the study would serve as a recommendation for designing a teachers' development program that would generate a good impact on our stakeholders.

Keywords: *management practices, professional development, deped , city division*

Reflection

A school principal being a think-tank person should promote positive management practices as far as Teacher's professional development is concerned. Observably, the educational system in the Philippines is dynamic. Thus, for the

teachers to thrive in the challenging educative community, a school principal should consider the idea of providing training seminars and workshops that would help address the needs of teachers to become efficient and effective in the teaching-learning process.

This study enlightened us on the value of alignment. Based on the recommendations of this research study, the professional development activities given to the teachers should be aligned with their professional needs. The researcher believes that every training provided by different training institutions may it be public or private would definitely provide a broader opportunity for a teacher to grow professionally but it should be according to their needs.

It is important to come -up with a balance teachers' development program. The result of teachers' needs assessment should always be taken into consideration. Also, the school-based development program should focus on activities that would capture all the skills and competencies needed by the teachers to achieve the Philippine Professional Standards for Teachers set by the Department of Education.

ABSTRACT

Unified Division Research Management Portal: Promoting Excellent School Governance

Caprice Katrine V. Hubilla
Master Teacher II
BERF
January 2022

This research was conducted to develop a research management portal that will promote excellent school governance in the Division of Manila, hence, addressing the challenges experienced by teachers from different public schools in Manila in conducting research. The research specifically aims to 1.) conduct a research management portal functional requirements analysis in terms of features, advantages and benefits (FAB); 2.) identify the Unified Division Research Management Portal features which may be accessed by users who have portal accounts and those who do not have portal accounts; and 3.) implement the portal to encourage more teachers to write research, thus, promoting excellent school governance by monitoring and evaluating school programs, managing partnerships, and assisting school heads and administrators in leadership and management of schools. Design Thinking, which is a problem-solving approach, was used. The proponent conducted two surveys—one for needs analysis and another one for portal feature identification. The findings revealed that majority of the respondents agree to include Home, About Us, Research Papers, Downloads and Contact Us in the Unified Division Research Management Portal. Furthermore, the participants said that having the portal will be beneficial because it is accessible, convenient,

and timesaving. Most of the respondents agree to make Home, About Us, Research Papers, Releases and Contact Us accessible to registered and non-registered users of the portal. It is recommended that the Unified Division Research Management Portal be pilot tested in the district level for system upgrade and to know how implementing it encourages more teachers to write research.

Keywords: *governance, portal, research, teachers*

Reflection
Conducting research is intricately yet intellectually satisfying for the process of research makes the researcher undergo the complexity of the process while being trained to write more scholarly and produce something useful and worthy to improve the quality of education. Having qualified as a BERF Research Grantee in 2021 is both an honor and a responsibility. Being able to finish the research and develop the Unified Division Research Management Portal for the Division of Manila through the conduct of this BERF research is not only a privilege but also a blessing. The researcher learned a lot ..and inspired her fellow research enthusiasts in the division and school levels to conduct research despite the various uncertainties and worries that every researcher may experience.

As a Master Teacher and School Research Committee Coordinator, the researcher wishes to encourage more educators to conduct research as part of professional growth. The researcher also aims to further nurture the research culture not only in the Division of Manila but also in the entire Department of Education, hence, addressing the educational challenges and instilling the 21st century life skills, with emphasis on ICT-enabled education, amongst the teachers and the learners in the Philippines.

ABSTRACT

The Lived Experiences of Schools Division Office of San Juan Teachers amidst the Covid-19 Pandemic: Resilience in the New-Normal

Maria Elena C. Alunday and Bradley Goldie K. Loo
BERF
March 2021

The study aimed to determine the lived experiences of the public-school teachers in SDO San Juan City towards learning delivery and how they were able to manifest their dedication, perseverance, and resilience amidst the pandemic. Qualitative methodology was employed, specifically the descriptive phenomenology design by Husserl (1962). Snowball sampling was utilized and one-on-one interviews were conducted. Colaizzi's method and thematic presentations were utilized in analysing the data acquired from the informants. Based on the gathered data, two (2) primary themes (Covid-19 Code Red, Support and Adjustments) as well as 5 sub-themes, emerged and were identified in the research endeavour and a resiliency enhancement program was crafted. The results of the study yielded the following conclusions: Teacher informants all experienced hardship and worries caused by the COVID-19 pandemic yet despite such predicaments, they managed to adapt and strengthen their resiliency. The teacher informants all experienced tremendous hardships, yet through their dedication and passion for teaching, all the teacher informants were able to rise above the challenges brought about by the ongoing public health crisis. The researchers recommend the following; 1) conduct another study in a quantitative manner investigating the metrics of the stresses and coping mechanisms employed by the SDO San Juan Teachers; 2) utilize and implement the program SDO San Juan Teacher Resiliency Enhancement Program; 3) train the key facilitators on the management and implementation of the crafted Resiliency Enhancement Program; and 4) evaluate the effectiveness of the program for future research utilization.

Keywords: *COVID-19, learning delivery, factors, pandemic, reactions, lived experiences, enhancement program, resiliency, education during a pandemic*

Reflection

This study was very crucial in understanding how the teachers of SDO San Juan were living with the pandemic. As I was able to interview and talk with these informant-teachers, I was engrossed on how they are holding up and keeping abreast towards how they continued and teach their students. It is a known fact that the COVID19 pandemic struck us hard, we were all caught unaware and unprepared. DepEd like any other government agency tried and moved forward.

And persevered in keeping its mandate on education delivery even though we are on a crisis, as a nation, as a world. The experiences shared by the teacher informants all validated the fact that, human beings will always stand when they fall, human beings will always move forward even though they are wounded. The dedication, love and passion for teaching will always pave its wave, and this was embodied and exemplified by the lived experiences of the teacher informants from SDO San Juan. It is always a great avenue and opportunity to visit and share insights and experiences with others, the fact that this is research-based signals that this endeavour may or will inspired and open the eyes of its future readers.

ABSTRACT

Levels of Teachers' Professional Skills Amidst the Pandemic through School Learning Action Cell: Basis For Teachers' Development Plan

Ricky C. Montano
Teacher II/School Research Coordinator
Schools Division Office of Mandaluyong City
BERF
November 2021

COVID-19 brought various challenges to the Philippine government system, especially in the educational system. Perhaps one of the challenges that Deped Philippines encountered was the upskilling and re-skilling of teachers to cope with the situation and the new normal.

Through the School learning Action Cell, teachers were able to talk and discuss several issues concerning the whole teaching and learning process, this could serve as an avenue where teachers can collaboratively work and plan for certain innovations or share good teaching practices. Through this manner, the researcher conducted this study to identify whether there is a significant relationship between the SLAC and the Teacher's Professional skills amidst this pandemic.

To select the respondents of the study, random sampling was implied, and to follow health protocols a survey questionnaire was conducted through a google form. Through mean and frequency, the results were interpreted, based on the result of the study it revealed that the levels of teachers' Professional Skills were identified as above average except in the Content Knowledge and pedagogy which obtained 1.52 with verbal interpretation as below average, this is because teachers don't have exposure to action research and innovations.

When the significant relationship between the SLAC and Teachers' Professional Skills was computed through Pearson correlation, the results revealed that the variables obtained less than 0.005 correlation p-value.

It is therefore suggested through the result of the study that every school

must strengthen the implementation of the School Learning Action Cell (SLAC) and provide a wider avenue for teachers to learn and develop their skills continuously.

Keywords: *school learning action cell, professional skills, content knowledge and pedagogy, covid-19*

Reflection

The School Learning Action Cell not only promotes professional growth within the context of the teaching and learning process, but also facilitates collaborative learning among teachers. During this epidemic, one of the challenges educators face is the lack of professional forums where they may communicate, converse, and exchange teaching-related ideas. This is one of the issues educators currently confront.

The goal of this action research is to examine if the conduct of the SLAC is still relevant in light of the numerous health standards and restrictions that have been implemented. The researcher concluded, based on the findings of this study, that educators needed to overcome several obstacles or problems in order to have a successful SLAC, since the majority of activities and events were conducted online. Gatherings like the Learning Action Cell should be collaborative, goal-oriented, and participative in order to produce real results immediately, and the researcher argues that conducting such a meeting electronically may undermine its aim. This is in conformity with the numerous health protocols implemented by the department, which have proven to be highly convenient for both teachers and students.

In fact, the outcomes of this study suggest that the school learning Action Cell should also function as a conduit for promoting a research culture among instructors. For educators to produce results that are supported by evidence, they must be trained in action research. During the research, the researcher met a number of hurdles and unfavorable occurrences, including concerns with time management and health, among others. Despite this, the researcher kept a strong sense of determination, which enabled him or her to complete the project successfully and produce the most accurate results.

ABSTRACT

The Level of Cybersecurity Awareness Among ICT Coordinators

Noel E. Reyes
Information Technology Officer I
Schools Division Office of Valenzuela City
November 2022

The purpose of this study is to determine the level of cybersecurity awareness among Information Communications and Technology (ICT) Coordinators of SDO Valenzuela. The study utilized the descriptive research model. Describing the level of awareness in cybersecurity among the ICT Coordinators of SDO-Valenzuela in terms of f (1). Experience of being breached or hacked, (2) Level of perception in security of the organization, (3) Presence of policies and procedures, (4) Presence of a unit responsible for cybersecurity awareness and (5) Monitoring, and awareness of information security attacks. A questionnaire using Google Forms was used to determine. The researcher used the Total population sampling since the total population is of manageable size. The significant proportion of ICT Coordinators have a high level of cyber-security awareness, which means they are aware of threats and understand the importance of adhering to proper security principles and controls, but they require additional training on organizational security standards and policies. They may also be unsure of how to detect or report a security breach. The researcher recommends a curriculum architecture consisting of 3 tiers of education. The first tier is targeted towards all the ICT coordinators, with the goal of providing a basic cybersecurity foundation for all the educators in the Division of Valenzuela. In the current digital age, where almost everything involves technology, it is critical to prepare educators for the "connectedness" of the world. The second tier will provide additional learning opportunities for students interested in going beyond the minimum, as well as a launching point for information technology clubs. This tier will also focus on digital citizenship, and teaching students how to not only keep themselves safe from cyber-attacks, but also how to act responsibly in the digital world.

Keywords: *cybersecurity, information security, security awareness*

Reflection

Security awareness campaigns are efforts designed to improve cybersecurity knowledge amongst users within an organisation. It educates users about the cyber security landscape, helps raise awareness of threats, and teaches users how to avoid cyber-attacks as best as possible. The idea is to create a 'culture of security compliance' within an organisation, putting cybersecurity at the forefront of users' minds when using a device or accessing their email.

Cybersecurity awareness training is important because it teaches teachers

and students how they can protect themselves from cyber-attacks. They will learn about phishing scams, malware, ransomware, and other computer threats. This is absolutely necessary for schools to keep everyone safe. Schools need to protect themselves from cyber threats and risk from this campaign.

$$\longleftarrow\!\!\!\bullet\!\!\!-\!\!\!-\!\!\!-\triangle\!\!\!-\!\!\!-\!\!\!-\bullet\!\!\!\longrightarrow$$

ABSTRACT

Isang Penomenolohikal na Pagsusuri sa Hamon, Husay, at Saysay ng mga Pampublikong Guro sa Gitna ng Pandemiya: Batayan ng Isang "Burn-Out Free" na Balangkas Pampolisiya

Roby John N. Sardon, Master Teacher II
Rizza D. Cabales, Guidance Counselor II
Monalyn Cabrera, Teacher III
Schools Division Office of Paranaque City
BERF 2022

Sa pagpasok ng taong 2020 ay humarap ang daigdig sa isang malaking hamon ng pandemyang tinawag na Covid-19. Malaki ang naging epekto sa lipunan ng pandemyang ito. Hininto at nilugmok nito ang mga kulturang nakasanayan at nilipat ang buong daigdig sa tinatawag na "bagong kadawyan"(new normal).

Ang pag-aaral na ito ay isang penomenolohikal na pananaliksik. Tiningnan ng mga mananaliksik ang mga polisiyang inilabas ng Kagawaran ng Edukasyon sa gitna ng pandemya gaya ng MELCs, Interim Guidelines, Remote Enrolment System, Modules at mga Interbensyon. Gumamit ang mga mananaliksik ng metodong triangulasyon upang ipakita ang mga karanasan, hamon, at husay ng mga guro sa gitna ng paglaganap ng Covid-19. Ginamit rin ang Maslach's Burnout Inventory sa pagtukoy ng lebel ng burnout at mga maliliit na kwento o tinatawag na meta-naratibo upang makakalikha ng isang modelong angkop at may katangiang "teacher-friendly" at "burn-out free". Ang Stevick-Colaizzi-Kenn Method ang siya ring ginamit upang malaman ng mga mananaliksik ang mga rekomendasyong makakatulong sa pagbuo ng modelo.

Lumalabas na upang maalis ang pagkahapo, pagkapagal, at pagkapagod ng mga guro ay mayroong dalawang "area" o bahagi na dapat tingnan. Una ang katangian ng polisiya at ikalawa ay ang kaparaanan ng implementasyon. Ang modelong nabuo ay nagbibigay halaga na hindi lamang polisiya ang dapat na mayroong katangian na burnout-free. Dapat ay mayroon ring katangian ang implementasyon nito. Ang ganitong balangkas ng mga katangian ng polisya at implemantasyon batay sa pagsusuri ng mga mananaliksk ay magbibigay solusyon sa mga "stressors" na nararamdaman ng mga guro na tinuturing na occupational phenomenon ng World Health Organization.

Keywords: *burnout, polisiya, penomenolohikal, covid-19, pagkahapo, bagong kadawyan*

Repleksyon

Ang pananaliksik ukol sa burn-out at polisiya na naranasan ng mga guro sa gitna ng pandemya ay isang malaking usapin na dapat na siyasatin. Ito ay isang magandang paksa na nagapakita kung gaano kamakapangyarihan ang pananaliksik o research bilang midyum sa pagbibigay ng plataporma ukol sa mga usaping palagian at unibersal na nararanasan ng mga guro. Naniniwala ang mga mananaliksik na ang kaginhawaan o work-life balance na hangad ng Kagawaran ng Edukasyon para sa mga guro ay matatamo kung magkakaroon rin ng boses ang mga ito sa paggawa ng mga polisiya at mas magiging epektibo ang lahat ng mga hakbangin ng Kagawaran kung may mekanismo na maaaring pinagsamang tradisyunal at makabago (hybrid) upang maisakatuparan ito. Mahalaga rin ang bagong pagtingin o "paradigm shift" sa kung paano ba bubuuin at ipapatupad ang mga polisiya lalo na kung may pandemya o anumang darating pang sakuna. Panghuli, may mga hamon man ay makikita na ang mga guro ay hindi kailanman bumitiw sa kanilang tungkulin. May mga pangamba man at panganib na iniisip ay tiniyak ng mga guro na maihahatid nila ang edukasyon sa bawat mag-aaral subali't hindi dapat dito natatapos. Nangangailangan na ang mga guro ay maging malaya mula sa mga alalahanin, maiparamdam sa kanila na sila ay kaisa at kabahagi at nabigyan ng kapangyarihan .

ABSTRACT

Piloting Datos (Data Analysis Training on Statistics): Upskilling Statistical Data Analysis Competence of Teacher-Researchers Using Jamovi Software

Roger P. Turingan
Jobelle A. Gabayeron
Policarpio F. Morgia, Jr.
Teacher II
BERF
November 2021

For more than half a decade, statistical analysis using technology has been found to be a reoccurring research barrier according to various studies. This notion drove the researchers to pilot a study in which the primary objective is to upskill statistical data analysis competence of teacher-researchers using JAMOVI Software. Based on the result of needs assessment, a four-session training-workshop was crafted and conducted to selected sixteen teachers. Instruments were developed and administered before and after the training. Results of Wilcoxon Signed Rank test indicate that DATOS has a large significant effect on teacher-researchers' self-efficacy and knowledge on data analysis. Using Technology Accepted Model, it was found that participants showed high acceptance of JAMOVI software and have high tendency of using it for statistical analysis in the future. The three themes emerged from the thematic analysis

of qualitative responses (gain confidence; convenience, and motivation) provides support on the positive effect of DATOS to the participants. The participants gave a positive evaluation towards the training in terms of content, training team and overall impression. A number of recommendations for the modifications were discussed for the refinement of the training. Overall, the researchers believe that this pilot study will be a stepping stone for the continuous advocacy of upskilling and assuring statistical competence of teacher-researchers to strengthen the research culture among them.

Keywords: *statistical competence, data analysis, jamovi, teacher-researchers*

Reflections

Conducting a pilot study before fully implementing a program/training to a larger population is important to determine its feasibility and ascertain its successful implementation. In the pilot study of DATOS, all findings presented indicate that it successfully met its main objective which is to upskill the statistical data analysis competence of teacher-researchers using JAMOVI Software. Although a significant gain on participants' scores on the written test was found, the median and the mean of the post test scores were below the target of the researchers. This is due to time constraint which forced the researchers to congest the content of the training to four sessions only. The training can also be modified to make it possible to become self-paced to make it more flexible specially for those who can't afford to attend the arranged schedule. An e-worktext can also be developed complimenting the provided video lessons and e-handouts. Overall, the researchers believe that this pilot study will be a stepping stone for the continuous advocacy of upskilling and assuring statistical competence of teacher-researchers to strengthen the research culture among them.

ABSTRACT

Continuous Undoing of Stress Program (CUSP) for Health and Well-Being of Talipapa High School Teachers

Dr. Roselle L. Ventic
Principal II
BERF
January 2022

People around the world felt the massive effects brought about by the COVID 19 pandemic. Health and well-being were compromised. The education sector was no exception; hence, it constantly seeks ways on helping the learners, teaching and non-teaching personnel. This study aimed to know the impact of a school-based stress reduction program to the health and well-being of Talipapa High School teachers. The Continuous Undoing of Stress Program (CUSP) was specifically created to address the stress in work-related, physical and psychosocial

aspects of teachers. The study anchored its implementation on the transactional model of stress and coping theory of Lazarus and Folkman. The process was set into four (4) concepts: identification and appraisal of stressors, stress response, coping and reappraisal. Data were gathered using the qualitative-quantitative mixed method where the researcher-made questionnaire for the pre-and post-implementation survey, observation, and interview were utilized while in the interpretation and analysis of the data gathered, the descriptive design was used. The study found out that the stress level of teachers before the implementation of the program was higher compared to their stress level after its implementation. The study also revealed a significant difference in the level of teachers' stress in the pre-and post-implementation. Teachers' perceptions on the CUSP program yielded the theme BLESS - Beneficial, Life-changing, Encouraging, Stimulating and Suitable. As teachers continue to recuperate and adjust to the present situation, their health and well-being must be of high importance. This study recommends that interventions for teachers be prioritized by the school heads and DepEd officials.

Reflection

The study showed that stress reduction interventions like the Continuous Undoing of Stress Program can make a difference in reducing the stress level of the teachers, most especially, if planned properly and thoroughly. This study acknowledged the limitation of its scope since this was implemented virtually, but if given the face-to-face situation, this will be more helpful and valuable to the teachers.

The researcher, being the leader of the school, found it interesting to create programs that can address the needs of the teachers. Not only does the program in this study made a difference in some aspects of the teachers' life, but it also improved their camaraderie as they underwent in the program together. Their participation in the program had contributed to the success of this study.

CUSP intends to continue its implementation in the school but in order to achieve more valuable and worthy results in the future, other activities must be incorporated taking into considerations the needs of the teachers and focusing not only on the three aspects addressed in this study but also other aspects that will enhance personal and professional growth of the teachers.

ABSTRACT

Peer-Observation of Teaching (POT): Tool Development and Collaborative Mentoring Program for Senior High School Teachers

Ma.Victoria B. Viloria, MT1
Sonia L. Annang, MT1
Henry E. Peralta, TIII
BERF
November 2021

This study focuses on the innovative way of how classroom observation will become transformative and collaborative among Senior High School teachers within a specific subject group across Strands. The proponents implemented a Qualitative and Participatory Action Research design in an attempt to improve and enhance the way class observations are conducted. Similarly, it aimed to develop a well-designed Peer-Observation Tool and Mentoring Program for teachers using the Peer-Observation of Teaching (POT) as a model. The proponents employed the Constant Comparison Method, a classic Grounded Theory coding scheme to be reinforced by triangulation method within several types of data sets for the data analysis. There were three teacher-participants and three sections of students who granted their consent to be part of this study, confined in the synchronous session of the respective online classes of the participants. The data revealed that the best online practices in Mathematics class of the teacher-participants are the following: lesson motivation, sufficiency of provided illustrative examples, opportunities for students to ask questions, simplifying abstract Mathematical concepts, and good instructional aids. Data also revealed that certain key areas must be improved like the graphical presentation and the teachers' rapport. Data further revealed that teachers' confidence and skills in teaching Mathematics were effectively enhanced by Peer-observation which facilitated collaborative mentoring. The simplified set of procedures in implementing Peer- Observation Strategy had been proposed based on existing data sets. Moreover, the better version of the observation tool had been formulated for future use by other subject groups.

Keywords: *POT, PAR,Grounded Theory, Constant Comparison Method, and Methods Triangulation, Caloocan City Business High School*

Reflection

Working on this action research has tested our mettle not only as individuals but more so as teacher-researchers.

The amount of work poured into the cup of this research work was dimmed by the nuggets of wisdom gained such as building rapport with colleagues, understanding the rigors and skills of research writing, contributing to the field of

research, and gaining personal self-development.

During the course of this study, the researchers were given the chance to talk with co-teachers in a much deeper level of personal and professional exchange of ideas. Symbiotic existence has become a significant part of various encounters centered on the study with some tidbits of personal lives along the side-lines.

Research writing entails much and demands more from the researchers. The rigors of research were compensated by the level of satisfaction gained once the concerns of the paper were resolved. The use of a new software, the MAXQDA, purchased by the researchers as a cost-sharing initiative was not put to waste, for it helped open our eyes to the wonders of qualitative data analysis. We can say that through the use of this software, we do not just love research, but we are hooked into it.

ABSTRACT

BAGO (Basic Automated Grades Online): A Tool for Increasing Efficiency In Ereport Card Production And Distribution In The New Normal

Sonia C. Yap
Teacher I
Bagbaguin National High School
BERF
December 2021

Today, technology is extremely important. It facilitates and accelerates man's labor. It reduces the amount of time and effort required. It lowers an organization's costs by transitioning from paper to a digital working system. To make work easier and more efficient, many manual transactions may be digitized utilizing software tools. BAGO can provide our school with immediate access to improve product and service quality, save expenses, raise productivity in the shortest time feasible, and improve staff communication with minimal effort. To integrate the use of technology in one of the most tedious tasks in school, grades collation and generation and distribution of Report Card, this research examined the efficiency of using BAGO (Basic Automated Grades Online) which was utilized by 65 teachers in Bagbaguin National High School. The researcher has computed for the mean response and results were interpreted based on the satisfaction of respondents after using BAGO.As a result of the findings of this study, it is obvious that the BAGO is an efficient way in helping teachers collate grades, generate, and distribute Report Cards to stakeholders and its use throughout the school year even free from pandemic is highly recommended. This research entitled: BAGO (Basic Automated Grades Online): A Tool for Increasing Efficiency in eReport Card Production and Distribution in the New Normal was studied by Sonia C. Yap, Teacher I at Bagbaguin National High School and was

completed in December 2021.
Keywords: Governance Innovation, Grades Online, eReport Card Generation, Bagbaguin NHS

Keywords: *governance innovation, grades online, eReport card generation*

Reflection

As COVID-19 pandemic hit us unexpectedly, it was evident that something good can still come out amid the adversity. Technology has brought us into new heights and has performed a vital role during this time of uncertainty. Using technology in a positive manner can really bring out it's power as agent of change.

The researcher was able to conceptualize BAGO because of the firsthand experience in grades collation, report card generation and distribution. In addition, the observation that the researcher has noted brought the realization of innovating BAGO for the benefit of the teachers. With BAGO, teachers will no longer wait for grading sheets to be returned to them. They will no longer spend time and effort in writing manually and it was easier for them to distribute the report cards.

The findings in this research can effect change in organizations to make systems or applications that would help alleviate teacher's burden in clerical works thus making them more productive educators inside the classroom. In future studies, it is important to not only focus on students but also on processes that would make the teachers' job a lot simpler. In that case, teachers can concentrate on the teaching and learning activities.

ABSTRACT

Effect of Professional Learning Community Practices on Teacher Performance in Public Junior High Schools in the Division of Makati City

Joel L. Zamora, Maureen Ava B. Collado, Marife S. Paredes
SDO-Makati City
BERF
March 2021

The Professional Learning Community (PLC) has been named by various other titles, such as a community of learners, a professional community, and a teacher team, but the usual end-result, in any case of the name, is that PLCs promote a collaborative culture among professionals and teachers. This study aimed at investigating the effects of professional learning community practices on teachers' performance in the public junior high schools in the Schools Division Office- Makati City. The descriptive-correlation research design was employed in this study. To achieve this aim, the researchers used one hundred twelve (112)

teachers from one of the schools in the district one and two in the Schools Division of Makati during the academic year 2021-2022. The Effective Professional Learning Communities (EPLC): A Questionnaire for Schools was developed by Bolam et al. (2005) which was used to measure the professional learning community as perceived by teachers. A documentary analysis was used to measure teachers' performance. The collected data were analyzed and treated statistically through the use of Statistical Packages for Social Sciences (SPSS). Results of the regression analysis indicate that the six (6) variables of the professional learning community practice affect teachers' performance and students' achievement to a different extent as shown by the non-zero coefficients. School administrators and teachers are challenged to develop a professional learning community in terms of continuous improvement via private consultations for learning and tap their teachers as they experience undue stress in their job, and systematically give feedback of external courses to one another.

Keywords: *Professional Learning Community, Teacher Performance*

Reflection

Through this study, as part of the administrator, I came to realized that there is a need to tap their teachers in building their confidence, inspiring them, including them in decision-making processes, and in deepening principal-teacher relations through coaching and proper mentoring. In doing so, teachers' performance would be sustained and achieve outstanding performance ratings. Teachers need to maintain good and harmonious relationships with their students by giving them more avenues for learning and by helping them to discover their full potentials towards a higher level of success in their academic career. Professional learning community practices may be further improved in order to achieve excellence on teachers' performance. Leadership effectiveness directly translates to the accomplishments of organizational goals and objectives. In this vein, enhancing the administrators and teachers' competencies in doing strategic planning unit for a long way may define clearly the vision-mission statement of the school in terms of promoting professional learning community practices.

ABSTRACT

Facilitating Online Learning Resources among Two Groups of Stakeholders in Selected School Division Offices in the Department of Education – National Capital Region In this time of pandemic

Nancy C. Mabunga
Librarian II
Department of Education - National Capital Region
BERF
February 2022

This study has led the researcher to be her topic because of the situation in our school libraries brought to us by the pandemic. The key purpose of this study is to know the available online resources for each Division and the effectiveness of facilitating online resources to teachers and students in this new normal situation. The significant relationship among two variables between the respondents and the features on Online Learning Resource Portal and utilization of Learning resources was studied. The focus of the study is SDO Manila and SDO Quezon City with 20 respondents in each Division. The researched-made survey questionnaire was used to gather the data from the respondents through a google form. After the result of the responses was tabulated and analyzed it was showed that there is no significant relationship between the features of the online learning resources and the profile of the teacher and student-respondents, there is no significant relationship between the features of the online learning resources and their current utilization. Each respondent has a unique and purpose of utilization of learning resources.

The overall result of utilization of online learning resources and portal of each SDOs was beneficial among teacher and student respondents. Student respondents agreed that having these online resources help them to overcome the difficulties of catching up with their lesson by having access to reference materials provided by the School LR portal.

The maintenance and sustainability of the LR portal is highly established. Hence, the enhancement of the features should be taken into consideration as well as the contents to maximize its utilization. The creation of LR portal in this time of pandemic helps the two groups of respondents to ease their burden in their process of teaching and learning when the situation permits them to limit the access in learning resources. NCM

Keywords: *Online learning resources, portal, online resources, libraries, learners*

Reflection

This research created a positive impact among the SDOs of DepEd NCR. It led other libraries to adapt the technology that was used by the SDO Quezon City and SDO Manila which are the main focus of the study. Other SDOs have created

their own free google site as Library Portal to upload their local resources where the teachers and learners can access it online or offline. With the positive result of the study, there is really a need to provide our own LR portal that can support the needs of our teachers and learners in every situation. Thus, the Region had created LRMS site where it stored online learning resources, region developed materials, events, links to open access website that can be access by the SDOs in the Region using DepEd gmail account.

To continue persuading the adaption of this free Library Portal, series of seminars and webinars on how to start creating the Library portal using google site was lined-up among SDOs in the Region. Division librarians, School librarians, Teacher-librarians, LR coordinators and IT officers who are involved in developing their own LR portal were very positive in embracing this challenge for the better service of the library.

The success of this project had seen by the Regional LR team with their series of School Library Visit where most of libraries visited has their own Library Portal. Each website has a unique features and content. This proves that pandemic cannot be excused not to deliver the service needed by our teachers and learners, their learning resources. School library must be always innovative and embrace the change in every situation. School libraries are not extinct, it will be forever the heart of every school. And we shall continue to provide quality service to our stakeholders.

"Para sa Bayan, Para sa Bata, at Para sa ating mga Minamahal na Kaguruan" laging katuwang ang Silid-Aklatan.

ABSTRACT

Towards the Development of a Digitized Dashboard Business Intelligence Systems: An Approach to an Increased Organizational Participation

Jeusuel Nonnatus N. de Luna
Master Teacher II
BERF
March 2021

Business Intelligence (BI) combines business analytics, data processing, data visualization, data tools and infrastructure, and best practices to assist organizations to form more data-driven decisions. School administrator in the 21st century is expected to be data-based decision maker. Use data to diagnose the areas that needs improvement, make data driven solutions to improve the quality of learning effectively and efficiently. The researcher came up with the idea of integrating a Digitized Dashboard Business Intelligence Systems in the school process that will sort, filter, manage and analysed data. This study will use the descriptive and developmental method of research. Purposive Sampling was used in this study. The study found out that the majority of the respondents are

aware on the integration of ICT in school administration but have limited knowledge in educational data mining, big data, and data warehousing. The respondents also believed that the BI Dashboard architecture can be used to transform the school into data-driven institution. In designing the BI Dashboard, it requires amount of time for queries, a careful and systematic planning is essential. It demands a significant amount of collecting data and requirements, analysis, designing the User Interface and testing for the system to function correctly as planned. Furthermore, the respondents strongly agrees that the BI Dashboard is usable, functional, reliable, efficient, and maintainable. This indicates that the BI Dashboard can extract, manage and analysed school data and provide predictive analytics for a data-driven decision making.

Keywords: *business intelligence, big data, data-warehousing, data mining*

Reflection

      School administrator should adopt a data-driven environment when making instructional decisions, setting school policies and when measuring results. They should start learning how to extract interesting, interpretable, useful, and novel information from educational data that be used to improve strategies planning, reduced time and cost savings and access real time information.

      The developed Business Intelligence Dashboard is proven functional because it performs as expected with no exceptions or difficulties. This indicates that the BI Dashboard can extract, manage and analysed school data and provide predictive analytics for a data-driven decision making. It can be noted that the Business Intelligence Dashboard can be learn easily even without the help of a highly technical person. School administrators need not to learn sophisticated programming skills to make use of the BI Dashboard. The use of BI Dashboard has been shown to provide a wide range of benefits, including improved decision-making, process efficiency, and transparency and communication within the industries where it has been adopted. School administrators should increase their awareness on educational data mining, big data, and data warehousing through in-depth trainings for school administrators in developing the BI Dashboard User Interface.

ABSTRACT

The Validation and Utilization of A Contextualized Deped-NCR QAME Tool: Basis For a Needs-Based Technical Assistance Program

Ariel P. Villar, PhD
Education Program Supervisor
Department of Education - National Capital Region
BERF
January 2022

One of the Key Result Areas (KRAs) of the Quality Assurance Division is on Assessment, Quality Assurance, Monitoring, and Evaluation (QAME) based on the proper implementation of Regional and Division Programs, Projects, and Activities (PPAs). This KRA specifically focuses on targeted outcomes through obtaining accurate, timely, and relevant information that serve as bases for decision-making and continuous improvement of the curriculum and delivery of basic education services. Anent to this, this research aims to develop and validate the proposed QAME Tool that will serve as basis for needs-based technical assistance program. Adhering to a mixed-method design, the QAME tool undergoes a series of validity and reliability testing. Considering experts and participants evaluation on the tool, the construct of trustworthiness as an emerging measure of validity is initiated. The process also revealed that significant relationship in each of the four (4) Learning Outcomes among the participants in the two research locales. Using Pearson Product-Moment Correlation via Data Analysis ToolPak of MS Office Excel 365, it has been found that there is no significant relationship in all the Learning Outcomes based on the QAME Survey tool among the participants. The QAME tool provides students an opportunity on measuring solutions and strategies to improve learning at the same time the provision of reflection on evaluating the tool provides lenses on students' motivation to learn and enjoy the process of learning through reflecting on their thoughts, feelings and emotions. Most importantly, the evaluation measures of the participants revealed why they needed to learn these concepts, theories, and ideas.

Keywords: *validation and utilization of tool, Quality Assurance, Monitoring, and Evaluation (QAME), technical assistance*

Reflection

The crafting of relevant tools is essential for need-based technical assistance. With institutionalization of the Basic Education Monitoring and Evaluation Framework (BEMEF), relevant and data-driven information could be harvested that will provide the clear lens on how to address and respond to the needs of the learners especially in the context of changes brought by the pandemic and to hear the voices of learners as the they are the center of educational system.

While the development of tools must be aligned with established frameworks, the utilization of such is best manifested when a realistic view of our learners in the field is identified and needed solutions are given.

ABSTRACT

Towards Crafting of Regional Inventory of Oral Communication Impacts Among Special Program in Foreign Languages (SPFL) L2 Learners in the National Capital Region: Implications to Foreign Language Instruction

Arnold C. Gatus, EdD.
Education Program Supervisor
Department of Education - National Capital Region
BERF
June 2020

The Department of Education-National Capital Region recognizes the needs of teachers, learners and program implementers most especially this pandemic. The Special Program in Foreign Language (SPFL) has endeavored to train secondary learners regarding the contents of six (6) Foreign Languages including Spanish, Chinese-Mandarin, Nihongo, French, German and Korean. Survey and open-ended questionnaires were utilized by the researcher to interview teachers, principals, and learners. DepEd-NCR Regional Office, in particular, is in need of a regional conduit or inventory of more specific and research-laden findings of SPFL impacts among secondary learners enrolled in the program. The absence of such inventory entails specific strategies that may be utilized by foreign language teachers in teaching L2 learners in six (6) identified foreign languages being offered across DepED-NCR recognized schools. Hence, the results reveal the level of impacts of oral communication among learners which led to the creation of regional conduit of strategies. Those that ranked first across varied methods included dialogue, lecture, and online-based discussion. There were evidences of indicators in terms of the level of impacts of foreign language instruction on learners. Those that ranked first included listening skill, appreciation of foreign culture, traditions, and vocabulary skills. Furthermore, learners' responses in terms of engaging strategies geared towards the utilization of activities such as exposure to foreign movies, role plays, pair works, and listening to native speakers of the language. Most learners revealed that their confidence in speaking and communication was developed by their teachers given varied strategies. Thus, interactive strategies shall be utilized for the active engagement of learners in dealing with foreign languages and teachers must expose learners to foreign culture to help them appreciate and understand deeply cultural differences.

Keywords: *foreign language instruction, inventory, oral communication impacts, strategies*

Reflection

Teaching pedagogies have always been a major concern of most secondary teachers in basic education in the country. This initiative has led certain realizations that exposure to foreign languages may have led any learner enrolled in the program success in their chosen field of endeavour in the future. The opportunity to venture into the region-wide perceptions of foreign language teachers and learners parallel ideas regrading the impacts of such foreign language has provided broader range of consciousness and depth of disciplinary knowledge that impacts of teaching the said languages have given them befitting exposure not only to the foreign languages' constructs but as well as the three vital underpinnings of the program as Canale and Swain explicates; communicative competence, making every learner a good communicator, cross-cultural orientation, exposing every learner to all facets of foreign culture including traditions, music, food , arts and sports and foreign language fluency, turning every learner an instant locutor of a given foreign language of their choice.

The endeavour's (research) greatest aim is to launch the outcomes of the findings not only to a region-wide or nationwide scale, but also to an international arena of researchers and educators who might see the potentialities of teachers teaching foreign languages in the country. Moreover, appreciate how good Filipino learners learning foreign languages are, and observe how the impacts of foreign language instruction can be translated into the ultimate of goal of teaching which is transforming theories into actions (as can be possibly seen and applied to learners real-life situations).

ABSTRACT

EQR Mo Sa West: Its Impact On The School Services

Dr. Aracelie Santiago Serdaña
Head Teacher VI
Pasay City West High School
School Division Office of Pasay City
BERF
2021

The COVID-19 pandemic's social distancing rules had led the way for the numerous distance learning modalities as well as alternative work arrangements for school employees. Because of the gaps experienced over the last three school years and the sudden changes in the delivery of high-quality educational services, EQR Mo Sa WEsT was founded. This innovative intervention aims to ensure that educational services are efficiently, securely, and contactless monitored during a pandemic. As a result, the influence of a new ICT-enabled intervention on school

services was investigated.

This study focused on the school administrators and selected parents of junior high school learners. A combination of cluster sampling, stratified random sampling, and purposive sampling was used. A mixed method was utilized in this study. Qualitative data were analysed using a thematic approach. The mean, standard deviation, and one-sample t-test were the statistical tools used to analyse the quantitative data.

The computed t value which is significantly greater than the t critical value implied a significant difference in the data gathered before and after the implementation of the innovation which was confirmed by the computed p-value. Thence, it can be concluded to have a positive result and implied a significant impact in the monitoring process where most of the services have been electronically performed. Consequently, in pursuit of efficient and effective monitoring of school services, QR codes were encouraged.

Keywords: *EQR Mo Sa West, QR code, contact tracing, contactless monitoring*

Reflection

This innovation required perseverance and hard work. There were lots of challenges encountered specifically during the launching of the project. The researcher together with her team members really must convince those who are thinking that they were adding burden to the module distribution/retrieval routine and other school services routine. This threatened them more when some of the team members got infected with COVID 19 virus. It almost discouraged them to continue. However, the camaraderie developed among the team and the enthusiasm of all the members of the ICT innovation team for governance inspired them to pursue the goal of having an efficient and effective way of monitoring school services. Like the implication of the study of Rathod (2020) that sustainability starts and finishes with good governance, our eagerness to improve the services of the school coupled with accountability.

ABSTRACT

Levels of Participation of School Stakeholders In School-Initiated Activities And the Implementation of Project 5s

Maria Elizabeth H. Lamamigo
Master Teacher I
Malabon Elementary School
Schools Division Office of Malabon City
July 2022

The main thrust of this study was to evaluate the level of participation of the school stakeholders in different school-initiated activities and the implementation of Project 5S in Malabon Elementary School. It utilized the descriptive correlational method of research and used the researcher-made questionnaire as the main instrument distributed to 147 respondents. A purposive sampling technique was utilized in determining the respondents of the study and due to continuous restrictions because of COVID-19 pandemic protocols, the only way to gather data was through Google forms.

The findings of the study revealed that both the level of participation of stakeholders in school-initiated activities and the level of implementation of Project 5S were at a high level. Results also showed that there was no significant relationship between the level of participation of stakeholders and the implementation of Project 5S. This means that the level of participation of stakeholders in school-initiated activities does not affect the level of implementation of Project 5S. The statistical findings of the study and conclusions drawn resulted in some positive recommendations such as 1) School heads and teachers should take the lead in working out for the establishment of a good partnership with the home and community that will complement and supplement each other's roles and functions for school and students' welfare; 2) All activities of the school should involve the stakeholders in the planning up to the implementing process; 3)Teachers should encourage and motivate the stakeholders to continue making their collaborative approaches; and 4) Schools administrators should strengthen their linkages with stakeholders by providing recognition to deserving stakeholders.

Keywords: *level of participation, level of implementation, stakeholders, project 5S*

Reflection

Being the School Partnership Focal Person, the proponent of Project 5S, and the researcher of this study, the researcher learned many things from the outcome of this research. She learned that when members of the family, community, and stakeholders participate and engage to target the goals and objectives of the school, it will result in better relations and fruitful outcomes in providing quality education to the learners. Through their exerted efforts, learners will benefit from facilities and other instructional materials they provided that can enhance their

skills and strengthen their love of learning.

The researcher learned that stakeholders like NGOs find ways to collaborate and engage in providing service to promote the common good for the community's welfare and most especially for the education of the young ones while parents and teachers work collaboratively despite their own many-sided tasks and responsibilities at home, in school, and community, they opted and gave time to participate in different school activities to show their strong support to the learners and teachers. They have a great impact on the actions, objectives, and policies of the school.

While processing the results of the study, the researcher also realized that parents' involvement was an important part of the school improvement process.

ABSTRACT

Professional Learning Community Practices and Teacher Performance in Rizal Elementary School

Jayson O. Caraang
Master Teacher I
December 2019

Professional Learning Community (PLC) is viewed as one learning community model that helps instructional leaders and teachers bring about a positive effect on teaching performance. The primary purpose of conducting this research is to evaluate the effectiveness of a PLC on the teaching performance at Rizal Elementary School. This study used the descriptive method of research, particularly the case study method. Both quantitative data and qualitative data were gathered, analyzed, and interpreted to answer the research questions. Concerning teacher performance, quantitative data from the Individual Performance Commitment and Review Form for Teachers (IPCRF) were secured and analyzed. On the other hand, qualitative data obtained from interviews were analyzed to determine the PLC practices in the school. Data analysis yielded the following results: a total of 114 teachers achieved an Outstanding Performance rating and 64 teachers obtained a Very Satisfactory Performance rating. Moreover, qualitative data analysis of the responses of the participants showed the following: Six PLC practices were implemented in the school: continuous teacher learning, focus on student learning, data-driven decision making, focus on the impact on specific students in particular classes, collaborative observation, and action planning. This study also found that PLC practices have a deep influence on teacher performance. To ensure teacher quality, it is recommended that schools should revisit, re-evaluate, and redesign the PLC program that caters to the professional development of teachers.

Keywords: *professional learning community, teacher performance, teacher quality, professional development*

Reflection

The PLC practices improved teacher performance due to continuous teacher learning. Teachers share best practices and strategies at the PLC to improve instruction. The PLC focuses on teaching strategies, interventions to help struggling pupils particularly in literacy and numeracy, analyzing the results of assessments, and programs to improve the performance of pupils. The PLC practices are geared toward continuous teacher learning.   The results of this current study indicate that teacher performance improved due to the influence of PLC practices in the school. It can be noted that PLC practices focus on improving the performance of teachers in instruction and contribute to their overall professional development. The design or mix of PLC practices contributes to their effectiveness. PLC influenced teachers' professional development and outstanding performance in terms of teaching-learning process, student outcomes, and professional growth and development. Thus, PLC practices have a deep influence on teacher performance.

ABSTRACT

Leadership and Management Dynamics of Senior High School Principals for An Effective School System

Yves A. Arboleda
Teacher III – Palanan Elementary School
March 2019

This descriptive study was conducted with the main objective of examining the leadership and management dynamics of senior high school principals for an effective school system.

Based on the presented survey results, a development program for Senior High School principals to enhance their leadership and management skills was crafted. A total of 115 teachers and seven (7) Senior High School principals were the respondents selected using purposive sampling technique.

A researcher-made questionnaire that underwent process of validation and pilot testing was utilized in collecting data. Statistical tools like frequency and percentage distribution mean, T Test and Pearson product moment correlation coefficient were used to analyze the data. Strict ethical principles like, informed consent and school confidentiality were strictly observed during the conduct of the study.

The results of the study show that there is a significant difference on the ratings of the teacher respondents with that of the principal's and that there is no significant relationship between the ratings of the leadership practices and the profile of the respondents with regards to gender, civil status, and educational attainment.

This paper recommends that principals should involve the teachers and stakeholders in the development, enhancement and implementation of the

School Improvement Plan, monitor curriculum delivery to check whether desired competencies are met, give teachers sufficient opportunities for professional growth and development through trainings and seminars, participate in the conduct of a research beneficial for the school, monitor school's continuous partnership with community groups and ensures that it improves student engagement and work placement, ensure that teachers and all personnel involved are well-informed about the provisions of the Data Privacy Act of 2012, adopt Principal's Development Plan to enhance leadership and management skills of the principals, further studies utilizing more sample size. Future studies should also consider other Senior High Schools aside schools from Makati City.

Keywords: *school, leadership, management, principal, senior high school, school system*

Reflection

With the implementation of K-12 in School Year 2013-2014 as the government's reform to make our education system at par with international standards, the duties and responsibilities of the school principals became increasingly demanding. And it is even more demanding for principals whose responsibility is managing the track programs for Grades 11 and 12 or Senior High School. Understanding how Senior High School principals dispense their duties and responsibilities to increase their school's level of performance is worth looking into since the Senior High School Program is still in an infant stage in the country.

This study then delved into the leadership and management dynamics for an effective school system of Senior High School principals in selected public schools in the Division of Makati City towards the formulation of a development plan. Understanding the influence of principal leadership practices on school performance, beyond the influence of principal demographics and school structures, will support school leaders in strategically harnessing their energies for improved school achievement.

One of the noteworthy gains of this study was the understanding of the extent of how much pressure school principals face from both inside and outside the school building to increase administrative accountability while maintaining a positive school performance.

ABSTRACT

Out-of-Pocket Spending of Public School Teachers in the National Capital Region for the School Year 2020-2021

Wilfredo E. Cabral, Regional Director
Warren A. Ramos, Chief Education Supervisor
Lilia A. Ricero, Education Program Supervisor
Joyce De Luna, Teach for the Philippines, Technical Assistant
Vergel Jairus J. Emas, Education Program Specialist II
Joseph T. Indicio, Statistician I
Department of Education - National Capital Region
October 2021

This research paper synthesizes field data from the sample population of teachers in the National Capital Region relative to their out-of-pocket expenses for the school year 2020-2021. This study also determines the ways teachers used to address the out-of-pocket expenses spending and the support they received from the Department of Education, private organizations, and Local Government Units. The study employed a mixed method of research utilizing an online survey and interview guide in collecting data from 383 teacher representatives holding permanent teaching positions in 16 Divisions of the National Capital Region. The research instrument underwent a validation process with the select teacher representatives. In the selection of samples, multi-stage sampling was utilized. The Raosoft sample size calculator determines the 383 participants and stratified random sampling determines the number of teacher-participants from 16 Schools Division Offices. The statistical tools used were frequency count, percentage, and chi-square tests. Qualitative data gathered during the focus group discussion supported the responses of the teacher participants in the online survey. The researchers ensured voluntary participation of teacher-participants in the online survey and FGD as reflected in their Informed Consent. The study found that 96 percent of the sample respondents declared that they used their money to meet the demands for online teaching in the school year 2020-2021. The actual cost expenditure of teachers for internet expenses ranges from Php 1,001-1,500 every month, for communication expenses an average of 500 and below in a month, and for medical/health expenses, teachers spent an average of 500 below for alcohol, facemasks, and face shields. Moreover, a significant percentage of those who spent for the predetermined cost factors should be considered despite the high percentage of responses of teachers not spending any personal funds on gadgets, accessories, module production, supplementary materials, and professional development.

Keywords: *out-of-pocket spending, public school teachers, mixed method of research, National Capital Region*

Reflection

The emergence of the COVID-19 pandemic has aggravated many educational concerns just as an issue on teacher out-of-pocket spending to ensure learning continuity and adapt to the new normal in delivering education to learners. Teachers also have an issue with financial debt that distance learning has caused to the income of teachers in the context of an emergency shift of learning modality. Despite this concern, most of the teachers never consider this as an obstacle and continue to go beyond the call of duty that requires dedication, commitment, and sacrifice. Most teachers, impelled by their desire to design a stimulating learning environment and to ensure students' success, often extend the extra mile. This results in most teachers using their accounts to buy educational resources and materials. By using their funds, teachers provide resources that are not covered by the school budget yet are essential to the learners they most value.

ABSTRACT

Project PUNLA (Plant Utilizer and Navigator for Living Areas)

Anika Dana J. Sengco
Head Teacher, Science
Navotas National High School
2020

Project PUNLA (Plant Utilizer and Navigator for Living Areas) is an indoor farming in a box that can be placed inside the offices or at home. It is an artificial lighted box with an automated water sprinkler and fan. It utilizes artificial lights to provide the crops or plants with light levels required for growth and having more control over the environment than outdoor farming. The project aims to increase agricultural literacy among Filipinos and to provide fresh and healthy food in urban areas. The beneficiaries of this project are the urban settlers. The first cycle of the project was implemented around November to December 2017 and the second cycle was around August to September 2018. This study used experimental research design that utilized quantitative and qualitative data which includes the following steps: interview and gathering of data at the Department of Agriculture in Bureau of Plant Industry, gathering of electrical components and materials, setting-up and assembling of the materials, robotics programming, and testing proper on plants. Results of the experiment show that by mimicking the period of time of crops needing sunlight, using red and blue LED lights instead, it will still make the crops grow. The isolation of the crops helped them maintain and grow consistently because of the stable temperature. In conclusion, this intelligent machine will help many gardeners grow their own vegetables without

too much worrying due to the automation of the machine. It will make planting easier and stress-free by the means of having a machine that is hands-free and easy to use. Recommendations for the improvement of this project are installation of a digital dashboard that displays helpful information about the plant and a warning device that signals low water level.

Keywords: *healthy food, urban gardening, indoor farming*

Reflection

Climate change is still escalating to the point that, because of its uncertainties, many crops have been destroyed through many years. Moreover, people who live in urban areas live in a fast-paced environment that limits their time to do something like planting. Another concern living in the urban area is the limited space to have a garden. This project aimed to minimize the consequences and hassle of planting crops by letting people plant crops indoors. The researcher believed that using an indoor automated plant grower will make fresh vegetables by just using LED lights as an alternative sunlight.

ABSTRACT

Filipino Public School Heads' Learning Development Needs, Issues, and Challenges

Warren A. Ramos, Chief Education Supervisor
Lilia A. Ricero, Education Program Supervisor
Ramil D. Chua, Technical Assistant, Teach for the Philippines
Vergel Jairus J. Emas, Education Program Specialist II
Joseph T. Indicio, Statistician I
January 2022

Amid the COVID-19 pandemic, education in the Philippines has been restructured including but not limited to the curriculum, delivery of instruction, and the operationalization of the Department of Education which demanded reskilling and upskilling among the school heads who are responsible for administrative and instructional supervision of a school. This study aimed to determine the learning and development needs, issues, and challenges of the school heads to develop a relevant and quality training program in partnership with Ateneo SALT. The researchers employed the mixed method design utilizing a survey questionnaire and structured interview guide to gather information on Philippine Professional Standards for School Heads (PPSSH) and identified the issues and challenges experienced in managing the school amid the COVID-19 pandemic. Out of the 812-target population of the study, 745 school heads became the respondents and key informants of the study. Statistical tools used were Statistical Package for the Social Sciences (SPSS) for the quantitative part and AntConc for thematic analysis through familiarization with emerging concepts, coding, labeling sub-themes, and main themes. Among the five domains of PPSSH, school heads rated Leading Strategically and Building Connections as the highest in terms of learning needs and Managing School Operations and Resources and Focusing on Teaching and Learning as the lowest with a weighted mean of 2.93 and 2.89 interpreted both as Moderate Need for Learning and Development, respectively. Moreover, as to the findings on the thematic analysis, school heads' most prevalent issues and challenges were policy information dissemination, fiscal management, parents-related concerns, monitoring and evaluation, and internet connection. This study suggested and recommended that the Learning and Development program of Ateneo de Manila Institute for the Science and Art of Learning and Teaching focus on domains and strands of PPSSH with the highest need. Furthermore, this study can serve as a guide for Policymakers and Administrators for future policy formulation and training programs, respectively.

Reflection

   The school head is the little superintendent who has a direct influence on improving learning outcomes. He/she must be well versed with competencies set in the Philippine Professional Standards for School Heads. This study was indeed important in exploring the learning and development needs as well as issues and challenges of Filipino Public-School Heads. This paper provided inputs to DepEd NCR Education Form to refocus on the identified needs in providing support to the school head that will develop his/her capacity as school leader.

ABSTRACT

Revalida of Alternative Learning System Presentation (ALS) Portfolio 2021: Base Reference for Process Enhancement

Angelica A. Libera, Ed. D, EPS
Anesia P. Guieb, Dba, EPS II
Emerson O. Sabadlab, Mace, EPS II

The purpose of this study is to make recommendations to enhance the revalida process of the presentation portfolio of Alternative Learning System in SDO Paranaque.

This descriptive study used mixed methods design which described primarily by qualitative and quantitative phase data collection and analysis followed by integration or linking of data from the two separate strands.

Based on the results and findings, most of the completers got the lowest passing scores which indicate that there is a need to improve the quality of the presentation portfolio. There is also a need to enhance the ALS Orientation Program particularly in familiarization of the common ALS terms and in giving quality hard and soft copy of work samples in the portfolio.

Likewise, it is concluded that the sustainability of the division contextualized revalida process is recommended based on the perceived level of responses of the participants which dominantly indicated excellent remarks. For those who are utilizing the school facilities, there must be an allotted waiting room other than the interview area and they must follow all necessary health and safety protocols set by the government to avoid the spread of virus and other diseases. To address the conflict of schedule, absences, problems on the gadgets and internet connectivity on the part of completers, sufficient time must be provided before the schedule of revalida process. In case of resumption of face-to-face, the online revalida process may still be recommended for those learners who are not capable of attending the onsite revalida.

Keywords: *ALS presentation portfolio, revalida process, process enhancement*

Reflection

Presentation Portfolio is integral in the implementation of ALS program to ensure the authenticity and quality of the learner's output in every learning strand. Orientation on the part of the teachers to the learners are also important before the start of the School Year so that the learners will be able to set directions in creating and compiling their work samples in their own portfolio. After evaluating revalida process, learning interventions conducted by teachers in different learning centers are now much focus on performance-based outputs rather than traditional assessment outputs.

Further, based on the results of the study, ALS implementers in the division have decided to develop enhance learning and development programs for all ALS teachers and design literacy program that would enhance the skills of the learners.

ABSTRACT

**Project STREAM: Synthesizing Technology and other Resources in Education for better Academic Milieu –
An Explainer Video in Science**

Jesse A. Tiston
Master Teacher I
Joel C. Sodela
Teacher II
April 2021

Education is one of the most affected sectors caused by the Covid-19 pandemic where gaps and holes are expanding because of several major shifts need to be done to address the demands of the so-called continuous education. Before the pandemic, the global education is already confronting a global learning crisis as many students were in school but were not learning the fundamental skills needed for life (Saavedra, 2020). This study focused on the effectiveness of explainer videos in science to better understand the basic scientific skills such as, classifying, measuring, identifying, predicting, and observing to Grade 9 students' academic performance. Explainer videos was used as a scaffolding pedagogical tool to help learners attain a greater amount of understanding on various scientific skills in science. This study aimed to determine the effectiveness of explainer videos to better understand fundamental scientific skills.

This study employed a mix-method research design. A quasi-experimental one-group pretest-posttest design in which the same dependent variable is measured in one group of participants before and after a treatment is administered. Moreover, this study employed triangulation method as sources of information such as unstructured interview, teacher's observation and the data gathered from the result of their pretest and posttest. Data was analyzed quantitatively and qualitatively. Data were quantitatively analyzed through open-coding and categorizing, and the use of paired T-test.

Based on data analysis, the students have homogeneity of high positive interest in a new method of teaching strategy such as the use of explainer videos. The mean and the standard deviation of pretest and posttest showed better results about the class who used explainer videos. Although many students are in the "near mastery" level, there were also students in lower level especially in the

"low mastery" and "no mastery" level, who must be aided to improve their skills and performance.

This study had shown that learners like learning from watching video lessons for allows them to practice independent learning. Thus, teachers should engage themselves in creation of explainer videos in science. However, more studies should be conducted to determine the role of explainer videos in the development of learners' knowledge, engagement, and critical thinking.

Keywords: *pedagogical tool, explainer videos, scientific skills, independent learning*

Reflection

Over the past decade, the constant use of videos as an instructional material in teaching and in education, in general, has increased massively. We do not see its use slowing down in the future. The continuous development of different digital applications and educational platforms have greatly influenced new methods of teaching. This fact has been backed up by studies that shows how video lessons and digital media reinforced affirmative impact to the learners' confidence, motivation, and academic performance. Hence, it can be distinguished how remarkable videos display such affirmative impression in education.

This research study had shown that learners enjoy the learning process from watching video lessons and provides a positive learning outcome which is manifested in the results of their assessment. Students clamored for this type of teaching-learning method and technique which signifies that using video lessons initiate positive feedbacks and affirms its effectivity. This will surely offer confidence to our administrators, faculty members, and other stakeholders. However, it is very important to note and take into consideration the specific designs, graphics, and content of the explainer videos that would really motivate significant success in learners' emotional response from watching the video. The learning content should also be evaluated by experts like the master teachers and supervisors to ensure that lessons are aligned to the content standards of the department of education.

The purpose of this study is to make recommendations to enhance the revalida process of the presentation portfolio of Alternative Learning System in SDO Paranaque.

ABSTRACT

Transformational Education through Web-based Teaching Resources Management and Development System of Golden Acres National High School: An Evaluative Design for Enhancement

John Francis R. Zapanta - Master Teacher I
Rex S. Lapid - Master Teacher I
Virgilio G. Torio Jr. - Master Teacher I
January 2021

DepEd advocates the adoption, implementation, and use of the LRMDS Portal, but the said portal had a vast number of resources applicable for all grade levels and subject areas, thus resulting in an excessive variety of materials irrelevant when using the search bar. The BE-LCP of the school crafted the development of a localized repository of resources where teachers can upload, download, and access references that can be used in enhancing teaching and learning. The resource portal simplifies the LRMDS problem by providing appropriate teacher resources in a repository, readily available at their fingertips. The study highlights the development, monitoring, and evaluation presenting an assessment and evaluation on experiences acceptance, and satisfaction. The study employed a descriptive research method through random sampling. The data was collected through an online-survey focal group interview. The researcher-made-survey questions used a mixed structure consisting of questions answerable by specific answers and questions that are intended to elicit participant's views and opinions. For analysis and interpretations, the thematic analysis method was used. The study found that all of the participants visit the site 1-2 hours with a frequency of 1-4 daily. The acceptance in terms of experiences, perspective, and level of acceptance; through its visual, layout and design, information, and interaction design satisfied the participants. The creation of the School-based Teaching Resources Management and Development Website helped the teachers significantly based on the positive responses given by the participants. The results gathered were the basis of the action plan for the enhancement of the program.

Keywords: *evaluative design, teacher's portal, teaching resources, transformational education, web-based, resource management, development system*

It is reflected that the Teaching Resources Management and Development website continue to operate and be used by the teachers for the simplest reason that it is essential and paramountly important. It has its appeal to the clients. It is also reflected to improve the system with the proposed enhancement program based on the evidence gathered in this study. The upgrade on the inclusion of parents, guardians, and learners for easier access to resource materials for teaching and learning should be given high priority. Resources that are localized must be quality assured. Further, the creation of the portal helped the teachers especially the writers of modules and worksheets significantly based on the positive responses.

Teachers like things to be easy. The concept of a readily available resource at their fingertips is practical and effortless, especially at a time where everybody got disconnected physically due to the pandemic. The schools coming up with innovations as such is a huge step in providing teachers appropriate responses that teachers need. The researchers do hope that innovations like these ignite inceptions for more reorganization and remodeling of DepEd policies, strategies and programs that suits teachers needs and challenges.

ABSTRACT

Effectiveness of Utilizing Electronic-Gaming in Installing Wiring Devices for Floor and Ground Fault Current Interrupter Among Grade 10 Students

Leandro P. Dangla
Teacher III
Valenzuela National High School
Schools Division Office of Valenzuela City
March 2022

Excellent and effective teaching demands a host of devices, techniques, and strategies. Implementing tech-enabled learner engagement strategies demands that you take on a different approach as compared to face-to-face sessions. This study is intended to examine the effectiveness of Electronic-Gaming concerning the level of mastery among Grade 10 in the topic of Installing Wiring Devices for Floor and Ground Fault Current Interrupter. Two groups underwent the study, one was the Comparison Group which used Conventional Teaching Method and one was the Treatment Group, which used Electronic-Gaming. The researcher used Quasi-Experimental Research Design and the respondents were selected using Purposive Sampling, with 20 students in each group with a total of 40. Mean was used to compare the average scores of the tests whereas a T-test of dependent means was used to statistically determine the significant difference between the

level of mastery before and after the conduct of the innovation. The result of the study concluded that it improved the performance of Grade 10 Students. It also enhanced students' interest and excitement towards the lesson while engaging in interactive activities. Based on the results, it is proven that Electronic-Gaming is a very effective tool in teaching. It has a positive impact based on the views and experiences of the students. The good results of using it encourage teachers to develop teaching materials according to students' interests, willingness, tastes, skills, and capabilities.

Keywords: *electronic-gaming, installing wiring devices for floor and ground fault current interrupter, level of mastery, valenzuela national high school*

Reflection

The result of this study aims to increase the student's performance level. The researcher believes that it is important for teachers to incorporate Electronic-Gaming into their teaching. A student learns better if the lesson is taught close to their style, taste, interest, and ability. The only problem the teacher will face is how to initiate a similar innovation like Electronic-Gaming. But all can be made way if the teacher is willing to learn, resourceful and patient in exploring in creating modern teaching methods. The findings in using Electronic-Gaming as an innovative material were promising, as it indicated a positive impact on students' learning experience. Thus, to maximize their learning, teachers need to expand students learning opportunities, especially now in the new normal where most learning happened online. In future studies, it is essential to focus on educational materials which match the student's needs and interests. The findings of this study made the researcher strongly believe that the integration of technology as part of the teaching-learning process not only promotes the learning of the lessons, but it also creates an atmosphere where learning can be fun, easy, and enjoyable.

ABSTRACT

Online Action Research Barometer: An Intervention for Improving Teacher Quality and Classroom Practices of Selected Teachers of Pasay City National Science High School In The New Normal

Sonny Jose Adriano
Principal II
Pasay City National Science High School
Schools Division Office of Pasay City
December 2021

Experiences and insights of teachers as they engage in an action research project were examined. It was deemed essential to conduct the effectiveness of the use of the Online Action Research Barometer as a tool in improving teachers' quality classroom practices for the school year 2020-2021.

This study made use of the mixed method research design, with Twenty (20) teacher-participants at Pasay City National Science High School for the period of November 2021-January 14, 2022, who answered the survey instrument adapted and modified from the study of Katherine A. O'Connor et al. (2006). Furthermore, it was significant to note that the descriptive survey approach and interviews were both used in this study to collect data.

The Research committee revalidated and approved the questionnaire since it was already used in the previous studies as the main tool in gathering data. The most challenging aspects of this study include articulating the results and findings, and the study's structure. Furthermore, participants acknowledged that all research processes were moderately demanding yet agreed that action research is beneficial to the teaching-learning process. Responses demonstrate that action research, as viewed and assessed by teachers, contributes significantly to enhancing the teaching-learning process and may also result in a teacher's career progressing professionally through ranking and promotions. The good outcomes of action research have changed the curriculum and school environment. On the other hand, the key factor that makes this activity challenging was the lack of sufficient time and knowledge of statistics or data analytics.
The study concluded that teachers need to be trained and developed in terms of research. The teacher's time management needs to be reviewed as well so that they can set aside enough time for research.

Keywords: *Action Research Barometer, Instrument, Teaching and learning process*

Reflection

As the outcome gathered the following reflection could be a useful tool for conducting quality action research.

In the Pre-Research stage, the researcher adjusted accordingly like the materials to be used needed to adapt during the pandemic. The methods of gathering data were adjusted accordingly which is the key factor in determining good and quality research. In the conduct of the study the researcher experiences unanticipated challenges like the sudden changes in my school assignment, it brought a lot of challenges during the process; the researcher needs to decide whether to pursue the study or halt it.

Despite some difficulties, the expected outcome of the study was met and still produces a good outcome.

ABSTRACT

Use of Improvised Earthquake Alarming Device towards Better Implementation of School Disaster Risk Reduction (SDRR)

Danny V. Bueno, MT II
Imeldalyn P. Bueno, MT II
May 2019

The City of Taguig is considered a place prone to earthquake as a west valley fault lies beneath its surface. Any time with surprise a big earthquake may come which may destroy numerous lives if no preparation is made today. The school where the researcher is employed lies near the centre of said fault area. Therefore, thorough preparation is necessary to ensure no, or little number of lives be lost when such a disaster comes.

Earthquakes strike suddenly, without warning, and they can occur at any time of the year, day or night. Thus, to further ensure the level of earthquake readiness of the school the researcher invented an improvised earthquake alarming device. The alarm cannot predict about the earthquake but can warn or notify us while the earthquake is happening. Its purposes are based on DepEd Order #83 s. 2011 regarding disaster preparedness measures as one of the key strategies to address the vulnerabilities of students, teachers and staff of Gen. Ricardo G. Papa Sr. Memorial High School (GRPMHS) and Dr. Artemio Natividad Elementary School (DANES).

Involved in this study were a total of 6 students from GRPMHS and DANES who were purposively chosen using the homogenous sampling method, they are the class president of the selected section from grade 7 to 12, 6 teachers in which 3 of them are from GRPMHS and 3 are from DANES, 2 utility personnel each from GRPMHS and DANES and 2 personnel from the Metro Manila Development Authority.

For this research the semi structured interview will follow, the interviewer still has a list of predetermined questions on the specific issues to be addressed and answered (Denscombe, 2003 :167). The answers are open-ended, thus have given an opportunity to both researcher and interviewee to elaborate the point of interests. The expertise, exposure and involvement of the MMDA personnel especially in the manipulation of the MMDA Mobile Earthquake Simulator also serve as the key informant that helped researchers to receive specific, specialized knowledge for better understanding regarding current interventions. The length of the interview varies depending on the topic. The details in the interview were recorded and transcribed afterwards.

The researcher used the focus group discussion. Morgan (1998). The discussion is guided, monitored, and recorded by the researcher. Observations was utilized in obtaining the data needed in this research.

Keywords: *Earthquake Simulator, Earthquake Readiness, Improvised Earthquake Alarming Device, School Disaster Risk Reduction*

Reflection

The study shows that the invented Improvised Earthquake Detecting Device is Pro-Life. This will help save lives of the students, teachers, staff and other personnel of the school, this will helped improve level of awareness on the potential hazards and risks within and around the vicinity of the school. Lastly, Prayer as part of the Protocol of Earthquake Readiness should not be neglected especially before, during and after the occurrence of earthquake.

ABSTRACT

PROJECT SALIKSIK: Research-in-Action Electronic Worktext-Portfolio for Skills Acquisition and Knowledge Management

Marhouf Jay T. Kusain, Teacher III
BERF
March 2021

21st-century learning plotted the spectrum of learning outcomes in multiple media formats, and it demanded holistic housekeeping to conclude accurate learning progress reports and appropriate feedbacks. In the classroom of the proponent, almost 60% of the learners submitted their learning portfolio with incomplete evidence; such was either lost or spilled with fluids. The paper-based portfolio was seen as time-consuming, laborious, and incapable to store multimedia-based learning output, even if it was individualized, self-monitored, and provided avenues for feedback from teachers and peers. Textbooks assist learners through text organizers, pattern guides, and glossaries. The production of printed textbooks has an environmental impact after considering the carbon emissions, water and energy consumed, as well as the by-product substances such as volatile organic compounds and nitrates that are contributory pollutants to ozone depletion. To address the aforesaid gaps and concerns, the researcher developed Project SALIKSIK, which involved the infusion of worktext and an electronic portfolio embedded in Microsoft Office OneNote in a digital technology environment. It housed knowledge sources and learning activities that were validated by the experts. To assess its effectiveness, a descriptive-experimental design was adopted, and 27 learner-participants were selected. Learners completed researcher-made pretest and posttest. A mean difference of 18.19 was collected and processed, which revealed that there was an improvement on the test scores that were normally distribution. The results showed a substantial difference in the students' academic performance before and after the implementation of SALIKSIK, with a t-value of -16.922 and a p-value of 0.001. This finding was descriptively supported by the learners' perceptions on the effectiveness of SALIKSIK in terms of the alignment of content knowledge and learning opportunities to the MELCs and learning targets, usability and acceptability,

learnability and developmental appropriateness of learning activities, summative assessment, and performance tasks. SALIKSIK further addressed the challenges encountered by the learners in conducting research in terms of project management, content knowledge reference sources, costs and printing expenses. This action research recommends the adoption of knowledge management system as feedback mechanism across learning areas in the assessment of learning in digital platforms.

Key Terms: *Electronic Portfolio Assessment, Knowledge Management, Research Skills*

Reflection

   The demands of "Education 4.0" are emerging inevitably, shaping new landscapes in our social environment as industrial revolutions and technology were creatively harmonized to enable new possibilities. To adapt thereto, a battlecry on the paradigm shift for quality education in 21st century learning was corroborated globally and locally to gear the learners of the future to the limitless possibilities. The adoption of interactive educational technologies gave birth to the variation of learning outcomes in multiple media formats. With this, teachers were the frontliners in developing, designing, and curating technology-based instructional and learning materials and managing the assessment of student learning. Teachers will be pushed beyond their limits to their part in imposing technology in their classroom for the benefit of their students.

ABSTRACT

Home Facilitator-Learner Interaction on Modular Distance Learning and Learners' Academic Performance and Motivation Level

Mutya R. Dadizon
Senior Education Program Specialist
Schools Division Office of Malabon City
March 2021

   The modular approach to learning during the pandemic gives learners the chance to learn in the comfort of their homes. The absence of face-to-face interaction of learners with teachers in the implementation of modular distance learning made the family members or guardians facilitators of learning. Apparently, the success of modular distance education can be attributed to the enthusiasm of the home facilitators to guide the learners to establish a connection to the school and community. This study aimed to determine the relationship between learners' interaction with the home facilitators and to identify its relation to the learners' academic success and motivation levels. It employed a descriptive research method and selected participants through random sampling. In the absence of gadgets among the respondents, a face-to-face, paper, and pen survey were administered following the set standard of the Inter-Agency Task Force

(IATF). The study found that the amount of motivation of the learners has nothing to do with their engagement with the home facilitators, which was operationally defined as "the time spent together in completing modules." However, it has been discovered that the level of education of home facilitators has a substantial impact on the academic success of students. Home facilitators with a high level of education are assumed to have acquired a wide range of learning styles and methodologies as well as a broad understanding of the subject matter during their studies, and as a result, they are utilized to assist students in completing assignments and other tasks. Home facilitators with a poor level of education, on the other hand, are unable to apply learning methods, strategies, or content as facilitators of learning at home. Parents' educational levels were also found to be linked to parental participation, with those with more years of education being more interested in their children's schooling. With a focus on Basic ICT concepts and facilitating methodologies, the study recommended that home facilitators be included in capacity building. It is also a good idea to interact constantly with the local community to increase the family's involvement.

Keywords: *academic success, home facilitator, modular distance learning, motivation level*

Reflection

New programs for the division have been designed as a direct result of this research. For instance, the Project has trained train 1,980 home school facilitators in 2020 and 2,500 in 2021 through a collaboration with the LGU. Because the project was so successful, it was immediately institutionalized, and it is currently being carried out at the school level through the MOOE fund. As a result of carrying out the study, it has become clear that home facilitators ought to be given more chances for involvement throughout the educational process not just during the pandemic but also after it has passed in order to guarantee quality partnerships. Even though this pandemic will end shortly and regular classroom arrangements will return to normal operations, it is imperative that continued efforts be made to strengthen family engagement.

ABSTRACT

Improving Kindergarten Readiness by Upskilling Parents through "Ready, Steady, Zoom, Webinar" During The New Normal

Catherine Jane A. Bassig
Teacher I
November 2021

The pandemic has forced the Philippines' education system to discontinue face-to-face sessions and adapt to new modes of instruction, but education must

continue to advance, and teachers must adapt. Kindergarten preparation has always played a role in how well students do throughout their first week of classes. Other studies indicate that parental participation influences children's learning outcomes. As a result, Ready, Steady, Zoom: a series of webinars were organized for kindergarten parents and guardians to assist them in preparing themselves and the incoming kindergarten students for online learning. By establishing expectations for the learners, the researcher hopes to motivate them to participate in online classrooms, resulting in a higher rate of attendance. This study utilized the descriptive research method which is used to describe a particular population's phenomena accurately and systematically Dulock (1993). The respondents for this study were the parents and guardians of 1 kindergarten section and, the pupils' attendance before the webinar series served as initial data and was examined together with their weekly attendance. Their average was compared to determine if their attendance rate will increase after the webinars. During the first week, 56.33 percent of students attended by week eight, which had increased to 97.33 percent. Participants agreed in a Likert assessment that the webinars prepared them and their children for online learning. In general, the researcher discovered that providing training and support to parents will aid them in preparing their children for the new normal, resulting in a higher rate of online class participation.

Keywords: *New Normal, Online Learning, School Readiness, Attendance Rate*

Reflection

The greatest challenge in starting the research was asking the parents and guardians of the pupils in participating in the research. During the virtual orientation, navigating the platform was already an issue. Some parents did not know how to properly mute or unmute themselves, in addition to the audio quality and connection stability concerns. I remember thinking how can these parents be able to attend and learn from the webinars? Let alone guide the pupils during classes. There was a portion during the orientation allotted to helping the parents familiarize themselves and from there we slowly moved forward. Session by session, the parents were able to feel at ease and sense that in-hand with the teachers, learning will be possible.

During the webinars, parents were already able to convey their satisfaction in being able to effectively guide their children online. I believe that the pupils, seeing their parents invested and participating in online courses have made them even more interested because they want to imitate what their parents and guardians are doing. Consequently, these webinars that involve parents will definitely help, not just in increasing the attendance rate and participation rate of the pupils, but their academic outcomes in general.

ABSTRACT

Virtual Interactive Reading Proficiency Platform (VIRPP): Parents Guide for Teacher's Intervention Program of Grade One Pupils

Teresita B. Punzalan, MT II
Lourdes B. Cenon, MT I
Venessa J. Ame, T II
Schools Division Office of Manila City
BERF
January 2021

The VIRPP Intervention Program is a social media platform utilized as parents and teachers' collaboration for the learners reading comprehension enhancement and improvement. The study is specifically designed to cater the remedial reading proficiency tasked for the parents to interact with their children at home aligned to pandemic scenario. The research committee prepared the necessary materials to complete the requirements and made this useful to the current situation following the health protocol of the Inter-Agency Task Force (IATF). The teachers used the Marungko Based Approach reading materials and teacher made reading materials for the pre-oral and post-oral test. The Rubric in Oral Reading Proficiency served as a tool to assess the level of reading proficiency of the learners. With regards to the teachers, uploaded interactive materials in the VIRPP enhanced the reading capability of the struggling learners. The result was tabulated and collected according to the descriptive interpretation of the weighted mean. Based on the results of the findings, the proficiency of grade one pupils in terms of word reading, phrase reading, sentence reading, paragraph reading and reading with comprehension got an outstanding result. It means that the reading proficiency of the learners after conducting the remedial lesson is in the highest level. The study recommended the VIRPP as a useful social media account, as guide to parents and learners for teachers remedial reading since the internet data they will use is already part of what they consume in their household, no additional cost to secure internet data.

Keywords: *intervention program, new normal, interactive reading materials, social media account*

Reflection

Ample amount of patience and sacrifices are needed in writing a research, for the fact that there are plenty of late nights. It is also a call for resiliency since you will be able to recover quickly from the pressure and constraint of writing once the accomplishment is being done. One of the highlights of the study resulted to the fulfillment and enjoyment of the learners and parents as well as the teachers who were involved and participated in this doable reading intervention program.

An early intervention had a great impact on the evolution of reading issues therefore it is essential to perform remedial reading program. The research provided new learning experiences and expanded the horizon of learning techniques of the teachers since reading fluency and comprehension are the crucial stage of development especially in grade one learners. The ability to read with comprehension will boost the learner's competence

and confidence. This research is very beneficial to the parents for the reason that they are in better position to cooperate with the teachers in facilitating the children's reading development at home.

ABSTRACT

Online Summer Enrichment Classes

Mary Grace E. Marcos
Principal
July 2020

Online or synchronous teaching and learning gained popularity during the COVID-19 epidemic because of its flexibility in terms of place, time, and location. The purpose of this study was to examine the effects of synchronous or online teaching and learning on the academic performance of 62 volunteer kindergarten through fifth-grade participants in a particular subject area, such as mathematics, English, or Filipino. The sample size per level for this research was extremely low. However, it can be used as a benchmark to assess if the implementation of online teaching and learning classes in the upcoming school year 2020–2021 is practical or not. The program materials were the pupil participants' pretest and posttest scores as well as the teacher participants' daily accomplishment reports. Descriptive statistics, percentage scores, a t-test for paired samples, and qualitative metrics were used to analyze the OSEC data. The results revealed a significant difference between the pupils' pretest and posttest scores after they had attended the OSEC. They improved their scores in Filipino, English, and mathematics. The most popular platform for distance learning was found to be Facebook Messenger. The next list included Zoom, Google Meet, and Messenger. When using these online tools, teachers were able to appropriately document the challenges they ran into, such as low attendance from eager students, sluggish internet connections, an inadequate smartphone load, unpleasant study areas, and a lack of supplemental technology for pupils at home. They also talked about the quick fixes they put in place to guarantee the program's success.
Keywords: *synchronous teaching and learning, digital tool, learning platforms*

Reflection
This reflection offers insights on the implementation of Online Summer Enrichment Classes (OSEC) amid the COVID-19 pandemic. It draws attention to the issues and fixes developed in an effort to advance and strengthen the usage of synchronous or online teaching and learning with the aim of soon starting in-person

classes. The author emphasizes her view that OSEC was not developed utilizing the conventional principles for managing online classrooms by a very tech-savvy and IT-trained teacher. It was offered as a temporary solution to connect and assist students with gadgets and internet connections to still learn and catch up on their remaining lessons despite the pandemic. Issues such as lack of supplemental technology in both schools and homes, limited ICT skills of teachers, and others suggest OSEC does not aim to increase the digital divide between advantaged and poor children. This program is merely transmitting the traditional direct discussions. This means that both teachers and pupils used services like Facebook Messenger, Zoom, Gmeet, and others for educational purposes. Even though it is expected for all teachers to be ICT proficient, enough time, focus, motivation, and discipline are needed for them to master these ICT competencies to ensure successful online instructional tasks.

ABSTRACT

Strengthening Kindergarten Reading Skills Readiness through Teacher's Made Educational Vlogs

Marissa R. Ramilo - Teacher III
Cherelyn I. Zuela - Teacher III
October 2021

Teachers, students and even parents face the problem of education in the new norm. In this difficult period this new learning approach brought forth by the COVID-19 epidemic might be an additional challenge. Using educational vlog, teachers can demonstrate an idea and gives students the ability to watch and listen to the video as many times as they want.

This study aimed to determine the significance of teachers made educational vlogs in today's new normal education in strengthening Kindergarten Reading Skills Readiness through Teacher's Made Educational Vlogs. It employed a Descriptive Research Design, the participants for this research were 30 selected kindergarten pupils of Pinagbuhatan Elementary School. Using these online platforms Google Meet and Zoom to present the Teacher's made Educational Vlogs. And to determine the kindergarten perceptions we used the Likert scale questionnaire.

The result showed that the kindergarten pupils' perception after watching teacher's made educational vlogs falls on strongly agree. Furthermore, based on the parents, most of their comments are positive and the effect of this study has a big help to their children to strengthen their reading skills.

Students today are using educational videos as a tool for learning everything. The use of videos in teaching and learning serves to not only benefit students, but also teachers, their affiliated groups, and the entire school approach. Using the Teacher's

made Educational Vlogs create a more engaging sensory experience than using print materials alone, increase knowledge retention and enhance proficiency in literacy and communication, which are important 21st-century skills.

Keyword: *Reading Skills Readiness, Teacher's made educational vlogs*

Reflection

The world is changing, and so our way of teaching. Decades ago, teachers should stand in front of the class, explain the lesson to students using a blackboard or whiteboard then expect the students to take notes and memorize them. As our technology has become advanced and the influence of digital videos on our everyday culture is undeniable and continuing to gain admiration.

Using teacher's made educational vlog as a tool for learning made a huge impact in strengthening child's reading skill. It creates a more engaging sensory experience than using printed materials alone, allows efficient processing and memory recall, and enhances proficiency in literacy and communication. Also, it's visual and auditory nature, appeals to a wide audience and allows each user to process interaction in a way that's natural to them. The use of videos in teaching and learning serves not only to benefit students but also teachers and the entire school system. Furthermore, it increases kindergarten reading comprehension and proficiency with hands-on learning activities, and focused strategies that go beyond worksheets. The best part of this is, this study leaves a significant impact on the mind, which might even be better than reading the same lesson from a book.

ABSTRACT

Developing Parent–Assisted Modules in Phonics using Multi-Sensory Approach with Participatory Assessment Tool for Grade One Pupils

Jennie Vie R. Antonio
Master Teacher II
March 2022

One of the greatest challenges of Grade One teachers in Distance Learning is teaching phonetic skills to Grade One pupils. Phonics is essential for children to become good readers and spellers/writers in the early years of schooling and beyond. As a result, teachers are seeking innovative ways to keep it alive and teach it effectively. This research aimed to develop parent-assisted modules in phonics using the multi-sensory approach with the participatory assessment tool which can be used by Grade One pupils of Navotas Elementary School for comprehensive online and offline enrichment reading programs applying the ADDIE development model which consists of five steps, namely: (1) analyze, (2) design, (3) development, (4) implementation, and (5) evaluation. Implementation was applied to a small group consisting of 10 pupils with different reading levels, one pupil in each section

of Grade One to get inputs from the parents for the revision of the product draft. The last step is an evaluation which covers formative evaluation to validate the developed product and revises following the inputs or suggestions given. Small group trial was evaluated through the assessment of their parents using a questionnaire sheet. Responses were consolidated using the mean average following the set intervals and description: 3.60- 4.00 (Very Good); 2.60-3.59 (Good); 1.60 – 2.59 (Adequate); 0 – 1.59 (Less Adequate). Based on the validation of the material by the learning resource committee, the module complied with all aspects of assessment and the trial conducted also showed that it is ready for broader implementation since it obtained 3.66 (Very Good). This research will serve as an instrument to prove that teaching phonics to children across distances is possible and at the same time will also equip parents in assessing their children's reading levels and increase their sense of ownership in their children's learning.

Keywords: *phonics, multi-sensory, participatory, assessment, reading*

Reflection

Teaching reading especially Phonics in distance learning using multi-sensory activities which were proven to be effective during face-to-face interaction is indeed challenging in distance learning for it requires various activities that target the individual learning style of the children. Considering many factors such as learners' readiness and interest, parents' skills, and availability and assessment method appropriate for the new normal setting seem so impossible in designing the material structure and framework, however, these boost researcher's motivation and interest in pursuing the study. The process of the research was guided by the ADDIE development model which is structured and programmed with sequences of systematic activities in efforts to solve learning problems related to learning resources that are in accordance with the needs and characteristics of pupils. Following the five steps of the model was easy but considering the inputs gathered is the most challenging part for as you go on each step, you must review the material again to apply these inputs for its improvement. The learnings gained in this study will serve as a guide in developing reading materials targeting other skills such as phonological awareness, fluency, vocabulary, and comprehension. This will also open new ideas in assessing pupils' learning or skills using participatory assessment. The experience in using the ADDIE model will be applied in developing materials in other subject areas or competencies.

ABSTRACT

Division Roll Out of the Science Model Glossary for Grade 7 Frustrated Readers: A Flexible Scaffold to Conceptual Understanding

Maribel D. Ganeb, Ph.D - Master Teacher II
Erlyn B. Sapa - Teacher I
Loreta A. Flores - Teacher III
Schools Division Office of Mandaluyong City
BERF
March 2022

This study critically rolled out the Model Science Glossary to the Grade 7 Learners. The researchers determined the textual profiles of difficulty, age and grade suitability, and readability levels of the Grade 7 Science Learner's Materials and designed and validated the Science Glossary with English meaning translated to the Filipino Language and decoding assistant among the seventh graders. Purposively sampled 130 7th Graders beneficiaries from a government-owned school in the National Capital Region. The Online Automatic Readability Consensus Calculator analyzed the text selections of the Seventh Grade Science Learners' Materials to determine the most complex and easiest text selections.

The textual profiles analyses revealed that in terms of difficulty level, they are standard text selections and suited to 14-year-old 8th Graders; The focus of phase 2 was the design and validation science glossary that can potentially help in developing fluency in reading science text. The glossary greatly influenced reading comprehension, which changed the learners' reading ability. This study recommends that the seventh graders use a scaffolding instructional material, like the developed and validated Science glossary innovated with Filipino translation and decoding assistant so that they can be capable of reading the science text selections; book authors and editors must closely consider the readability level of the books they write as these can simply be done online, and the regular and continuous use of the science glossary in science classes with an emphasis on the decoding assistant of every word entry.
Keywords: roll-out, 8-featue science glossary, grade 7 frustrated readers, SLM

Reflection

The current unmatched readability of the Learners' Module implies that the best action is to develop a scaffold through a science glossary so that learners can easily read the learner's materials. This status of the Learners' Modules in Grade 7, imply a learning gap. The results denote a need for an instructional tool and model to address the identified problem. Moreover informs science teachers to make the necessary adjustment in the classroom on the text selections and informs that printed materials to initially determine the difficulty level.

Learners' materials with undetermined difficulty levels won't be as beneficial as those that underwent the process. Thus, a science glossary with Filipino translation and a word decoding assistant was conceptualized, designed, and developed. The developed and validated science glossary with Filipino translation, and decoding assistant (Filipino Syllabication) pivots on improving conceptual understanding through science fluency in texts. The science glossary served as a comprehensible input to help seventh-graders. The proponents recommend the use of model science glossary in creating a glossary for 7th Graders. Future researchers can look into the possibilities of the model being adopted in creating glossaries in another year level in science, like grade 6, grade 8, and others.

ABSTRACT

Effectiveness of Project HELP (Helping Learners To Perform) for Unresponsive Students and Parents

Lea Metran Yumang - Head Teacher III
Angilina Jutar Bernardo - Master Teacher II
Schools Division Office of Mandaluyong City
BERF
Jnaury 2022

The pandemic has made establishing connections with the parents a great challenge. Many of the underperforming students have unresponsive parents exacerbated by the low turnout of daily attendance in the Messenger Class. In the prescribed distance learning modality employed in the school, the parents or guardians are tasked to be the Home Learning Partners (HLP). They have a great part in the learning process of their children. The role that they must play is essential in helping students improve. However, many of the HLPs are unresponsive to the call of the advisers despite all the possible remote channels employed. To address this concern, Isaac Lopez Integrated School conducted Project HELP, a program that aims at physically visiting learners in their homes.

The study aims at determining the effectiveness of Project HELP to the academic performance of the fifty-four (54) unresponsive students who have unresponsive parents. The descriptive method was used in this study. To get know the learners' performance before and after the conduct of Project HELP, the weighted mean was used as a statistical treatment showing increments of 1.50 to 3.14 points. The Z Test treatment was utilized to arrive at the level of significance of the hypothesis. Pearson r product moment correlation, on the other hand, was employed to find out the significant effect of the project. The computed Z (3.1879) value is greater than the tabulated value (1.9600) at .05 level of significance suggesting that the HELP Intervention has influenced the performance of the learners.

Findings suggest that Project HELP is effective in aiding learners in their academic performance. Therefore, strengthening this intervention is highly

recommended especially as the educational landscape is constantly changing.

Keywords: *academic performance, home visitation, unresponsive parents, low attendance*

Reflection

       In reflection, the pandemic was such a daunting challenge to the educators especially in their endeavours to deliver quality education to the learners. Nevertheless, it also opened doors to opportunities for innovations in conquering communication barriers and learning difficulties that is a perennial problem pre-pandemic. Only by carefully and meticulously studying problems could solutions arise. In the issue of nonresponsive parents and learners, establishing consistent and constant communication is key to bridging better relationships with the school clientele. Despite the restrictions from health scares and concerns, students still respond to the efforts that their school take in relation to their education.

       As the school took in proactive steps to reach out to the community where the learners reside, the researchers experienced dialogues with barangay officials which enabled them to establish a good connection with the local officials. In our dialogues, we were able to discover special situations that our learners encounter in their home setting. Dishearteningly, many learners were not visited because of false addresses given or their untimely movement to other residences. In addition, many learners were in deplorable conditions in their homes due to poverty and other family problems.

       During the conference of the principal and the researchers with the unresponsive parents, conversations flowed as personal circumstances of the learners were discussed. Agreements were reached to help the learners despite their hardships. By meeting each other halfway, the researchers believed that any dilemma will be solved.