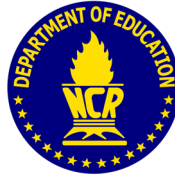


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DepEd Vision

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 continuously improves itself to better serve its stakeholders.



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To protect and promote 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 facilitate learning and constantly nurture 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
Maka-tao
Makakalikasan
Makabansa

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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 after the evaluation of the submitted manuscripts and completed research outputs. In this process, reviewers and editors are bound to make decision whether to fully accept the manuscript or provide a layer of chance to accept contingent upon revisions. Though, 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. The SDRC shall use the research appraisal tool adopted from 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 head and Schools Division Superintendent (SDS).

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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.

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.




MESSAGES





Message from the Office of the Vice President and Secretary



Assalamualaikum.

Congratulations to the Department of Education, National Capital Region, on publishing the **Research Journal - Manyuskrip**. This is a significant milestone in developing a strong research culture in Philippine education.

I am delighted to see that DepEd regional offices are leading the way in encouraging teachers to utilize the Basic Education Research Fund. This valuable resource can assist educators in conducting research pertinent to their students' and communities' requirements.


I applaud all the teachers, researchers, and administrators who contributed to the publication of this research. You are at the forefront of education and possess a unique perspective on our schools' challenges and opportunities. Your research can shed light on how to enhance the quality of education for all students.

As we prepare for the phased implementation of the MATATAG curriculum, let us work together to evaluate teaching methods, assess the impact of school policies on student learning, and devise targeted interventions for various student populations.

I strongly urge all educators to consider conducting research. The outcomes of multi-level studies have the potential to enhance the lives of your students as well as the standard of education in the Philippines.

Maging MATATAG tayo tungo sa isang Bansang Makabata at Batang Makabansa. Lahat—para sa Diyos, sa Bayan, at sa bawat pamilyang Pilipino.

Shukran.


SARA Z. DUTERTE
VICE PRESIDENT OF THE PHILIPPINES



Message from the Chairperson - RRC



Congratulations to our researchers in the National Capital Region!

The Regional Research Committee are thrilled to celebrate the outstanding achievements of our researchers. Your dedication to advancing education through research is truly commendable.

This research journal features insightful research from our teacher-researchers and division personnel researchers across the region, showing strategies and proposing innovative solutions in elevating the quality of education. This *manyuskrip* contains research focusing on the MATATAG agenda. Their work will undoubtedly be of great interest to educators in different sectors, parents, policy-makers, and anyone passionate about improving educational outcomes in the region.

Once again, I want to extend my heartfelt congratulations to all our hardworking educators!



CRISTITO A. ECO

Assistant Regional Director

Chairperson, Regional Research Committee

Message from the Editor-in-Chief



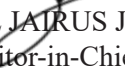
I would like to congratulate all the researchers in this Regional Research Journal - *manyuskrip*, this is a remarkable achievement. Your dedication to advancing education research is truly commendable.

We have researchers exploring various strategies to improve our curriculum, improve the quality of education for learners, upgrade educational facilities, and support our teachers in their teaching endeavors. Their tireless pursuit of knowledge and insightful perspectives offer valuable resources for shaping education and practices in the region. This journal showcases research which are gender-sensitive.

The selection process was highly competitive, and the chosen abstracts represent some of the most groundbreaking research currently underway.

We thank you for your invaluable contributions and encourage you to continuously advocate the culture of research.




VERGEL JAIRUS J. EMAS
Editor-in-Chief

Education Program Specialist II,
Policy, Planning and Research Division



MATATAG RESEARCH ABSTRACTS





**MAke the curriculum relevant to produce
competent, job-ready, active, and
responsible citizens**



Inclusive Numeracy Enhancement and Remediation Program (I-N.E.A.R.) among Regular Learners and Learner with Special Educational Needs (LSEN)

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February 2023

ABSTRACT

Designing numeracy intervention program which is developmentally and age appropriate, aligned with the most essential learning competencies and addresses identified learning gaps and academic losses is deemed critical in realizing the achievement of target proficiency and numerical competence among learners which is one of the thrusts of the DepEd as stipulated in MATATAG agenda. In addition, the study was participated by 4 SPED learners and 9 regular learners at risk of failing who were identified using purposive sampling method. Further, this study utilized pre-test and post-test quasi-experimental research design. The findings revealed that learners have difficulties in presenting and interpreting data in tabular and graphical forms and using statistical techniques to analyze data study. Moreover, the learners acquired a t-value of -14.3077 and p-value of 6.66E-09 under 0.05 level of significance with standard deviation of 2.17 and 3.93 respectively. Lastly, the implementation of the program was effective in enhancing the numerical competence and proficiency level of learners as revealed by the increment in the pre-test and post-test mean scores. Consistent with the relevance of providing inclusive and responsive academic intervention among learners most especially learners with developmental disabilities and special academic needs, stakeholders are highly encouraged to actively participate and collaborate with the school's effort to enrich the numeracy skills of the regular learners at risk of failing and learners with special educational needs to ensure that the thrust of Brixton Senior High School to enhance the numeracy skills of the learners will be realized consistent with DepEd's MATATAG agenda.

Keywords: *inclusive education, intervention program, numeracy skills*

REFLECTION

The trust of the Department of Education to strengthen numeracy and literacy programs, strengthen inclusive education program, and provide assistive assessment mechanism to students with disabilities reverberates its call to address learning losses and academic gaps, embrace inclusive education, and provide appropriate and responsive academic intervention among learners to ensure the advocacy and agenda of the Department of Education will come to its realization.

Filipino E-Hub: Isang Web-Based Learning Portal ng Paaralang Sekondarya ng Kasarinlan

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Oktubre 2023
BERF

ABSTRAK

Ang pananaliksik na ito ay nakatuon sa pagbuo ng proyektong Filipino *E-hub*, isang *web-based learning portal* na magsisilbing alternatibong kagamitan sa pagkatuto at pagtuturo ng Asignaturang Filipino sa ilalim ng *Alternative Delivery Modality* na *distance at blended learning* nilalayan nitong (1) Makalikha ng isang Filipino *E-hub* na naglalaman ng mga *tab* na may iba't ibang papel na makatutulong sa mag-aaral sa bagong *normal*. (2) Makasabay sa pagbabagong dulot ng teknolohiya. (3) Makatugon sa panawagan ng DepEd na limitahan ang pag-iimprenta ng mga kopya ng SLM na maaaring maging sanhi ng suliraning pangkapaligiran. Inilapit ang kwadro ng paglikha ng Filipino *E-hub* sa mga simulain ng *User Experience Design* o UXD, mula sa paggamit ng *wix* isa sa pinakamagandang *website builder* dahil ito ay *user-friendly*, madaling ma-access at ma-navigate higit sa lahat lib्रेng makakagawa ng *website*. Ipinagamit ang nabuong *web-based learning portal* sa 20 na mag-aaral mula sa ikapito hanggang ikasampung baitang, 20 na magulang, 10 na guro na nagtuturo ng Filipino at sampung *school ICT coordinator*. Ang pagtaya sa Filipino *E-hub* ay gumamit ng sarbey-kwestyuner at serye ng mga birtwal na may tutok na pangkatang talakayan o *focus group discussion* (FGD). Napatunayan na ang Filipino *E-hub* ay sumasagot sa suliraning kinakaharap ng edukasyon sa panahon ng pandemya. Ang mga modyul at piling *learning materials* na nasa Filipino *E-hub* ay nakatulong sa pag-aaral ng mga mag-aaral sa kanilang pagkatuto at sa pagtuturo ng mga guro sa asignaturang Filipino. Lumabas din sa pagsusuri ng pag-aaral na bahagi ng *affordance at user-friendly* ang binuong proyekto.

Mga Susing Salita: *Filipino e-hub, web-based learning portal, alternative delivery modality, user experience design, wix, focus group discussion, learning materials*

REPLEKSYON

Bagaman marami pa ring mga suliranin ang ating kinakaharap hindi lamang ang mga mag-aaral kundi pati na rin ang mga guro sa pagkklase bawat isa ay kailangan ng internet, ito ang tanging paraan upang maihatid ang kaalaman sa mga mag-aaral, nababawasan din ang interaksyon ng mga guro sa kanilang mga estudyante na malayo sa nakasanayang na pagtuturo. Dumarami rin ang mga guro na patuloy na nagsasabi ng kanilang saloobin hinggil sa pagkklase online sapagkat hindi lahat ng mga mag-aaral ay nakikinig ng kanilang aralin at ang huli ay ang magkaroon ng isang web-based learning portal na makatutulong sa kanilang pagtuturo at makakaagapay ng mga mag-aaral sa kanilang pagkatuto na proyekto ng Kagawaran ng Filipino sa Mataas na Paaralan ng Kasarinlan.

Manipulative-Based Instructional Tool (MABAIT) for KIN-TAC Learners in Teaching Chemical Bonding

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June 2023

ABSTRACT

Students learn more quickly if the teaching method matches their preferred learning style. “Kin-Tac” Kinaesthetic-Tactile learners rely on their sense of touch and physical cues to grasp complex concepts. Manipulatives, which can be seen, touched, manipulated, constructed, and deconstructed, serve as valuable tools for facilitating multisensory learning and bridging the gap between abstract ideas and concrete reality. However, there was a lack of pictorial representation of chemical bonding lessons. This study aimed to compare the learning achievements of “Kin-Tac” learners when using the Manipulative-Based Instructional Tool (MABAIT) as compared to traditional teaching chemical bonding. The research employed a True Experimental design with two groups, a pre-test, and a post-test control group consisting of 60 randomly selected respondents from the Kin-Tac learner list, prior to assessing their VAK learning style. Respondents were from researcher’s classes during the school year 2022-2023. In assessing the significant difference between the two groups, a face-to-face, paper-and-pen pretest and post-test were administered. The control group used the standard grade 9 learners’ module, while the experimental group, used the MABAIT. Using the paired t-test for both control and experimental groups, the study revealed that the experimental group performed better after utilizing the developed MABAIT. In essence, the utilization of MABAIT yielded enhanced academic performance among the student cohort, as evidenced by the research findings. Therefore, MABAIT exerts a positive influence on augmenting the performance of students categorized as “Kin-Tac”. As a recommendation, replicating the manipulative-based instructional tool as a valuable and efficient educational resource for 9th-grade students.

Keywords: Manipulative-based instructional tool, Kin-Tac, chemical bonding

REFLECTION

The construction and use of the Manipulative-Based Instructional Tool (MABAIT) have generated a multitude of benefits. Remarkably, students have achieved a high level of mastery in competencies, fostering active engagement in abstract lessons that connect with real-world experiences. Educators have been able to effectively employ manipulative materials tailored to the Visual, Auditory, and Kinesthetic (VAK) learning styles of their students for both intervention and remedial activities. Additionally, the creation and implementation of the MABAIT has served as a valuable model for school administrators. It has provided them with insights into addressing educational challenges and has encouraged teachers to develop innovative instructional materials that enhance the teaching and learning process through the use of manipulative tools. Furthermore, this initiative has motivated the school administration to undertake further research as part of their action plan, ensuring the continued enhancement of education quality for students.

The Use of Manipulative Inventory Learning (MIL) Tool for Least Mastered Skills in Science 6

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June 2023

ABSTRACT

Manipulative materials enhance the learning experience, making it more engaging and memorable by offering explicit and concrete representations of abstract scientific concepts. The Manipulative Inventory Learning (MIL) Tool has been created as a manipulative-based educational resource to teach the challenging topic of vertebrates and invertebrates, which is one of the least mastered competencies in grade six science. It also addresses the scarcity of learning materials in the current curriculum. This study aimed to compare the learning achievements obtained from using and without using MIL tool in teaching science. It employed a Pretest-Post-test Control Group design, where one group (the control group) remained unchanged, while the other (the experimental group) utilized the MIL Tool. A purposive sampling technique was used for the selection of 60 grade six students of Bagong Silang Elementary School sections Cepheus, Hydra, Orion, and Pyxis in school year 2022-2023. A face-to-face, paper-and-pen pretest and post-test were administered to determine the significant difference between the two groups. Using the t-test in the analysis of data showed that students instructed through the MIL Tool achieved significantly higher mean scores compared to those without it. The utilization of the MIL Tool led to improved performance among students. In conclusion, the data supported the notion that the MIL Tool has a positive impact on enhancing students' learning outcomes. The study recommended producing the material for all grade 6 learners at minimal cost using paper and board for it was found interesting, interactive, and provide high sensory experiences for all users.

Keywords: MIL tool, competency, control group, experimental group

REFLECTION

The creation and utilization of the Manipulative Inventory Learning (MIL) Tool has yielded several benefits across various stakeholders, including students, teachers, school administrators, and the researcher herself. Notably, the tool enhances students' mastery through hands-on learning, fostering collaboration, critical thinking, communication, and leadership skills. Teachers deliver their instructions about competency effectively and efficiently. It provided new platforms and strategies for teaching that alternate the traditional way of teaching. Moreover, the completion and implementation of the MIL Tool served as a model for school administrators to encourage more educators to develop similar learning materials, thereby enhancing the overall quality of education. Furthermore, the MIL Tool addresses the pressing issue of the scarcity of instructional materials in public education settings. By submitting it to the school and division Learning Resources and Management Development System (LRMDS), the MIL Tool will contribute to a growing collection of teacher-made learning resources. Lastly, the process of completing this action research has brought a sense of fulfillment to the researcher, as she recognizes her contribution to her school's educational improvement.

Improving Science Performance Level of Grade 3 Pupils of Manuyo Elementary School During Pandemic Through the Implementation of Projects SEEP (Science Education Enhancement during Pandemic)

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May 2023
BERF

ABSTRACT

The COVID-19 pandemic poses difficulties in several fields, including education. The Department of Education has made DepEd Order No. 18, s. 2020, available for continuing education, to make sure that learning opportunities are offered to the learners in a safe manner through various learning delivery. This action research aimed to improve the performance level in science of grade 3 pupils of Manuyo Elementary School. Quantitative method of design was used to collect and analyze the data obtained from the different sources. To gauge the students' level of proficiency in science and to acquire data for the study, the researcher administered a survey and a pre-assessment test. After evaluating the students, the researcher created modules, worksheets, and allowed the students to engage in age-appropriate hands-on activities. The results showed that the Project SEEP strategies, interventions, and innovations caused the grade 3 students' performance level to rise. The utilization of online consultations, weekly online classes, and activities for tracking student achievement has been shown to be successful. It has been demonstrated that interventions including watching DepEd TV episodes, Science Trivia Reporting, and innovation like modules and worksheets were effective. These were determined by the outcomes of the learners' post-assessment test. All the students achieved great marks. Furthermore, Project SEEP's (Science Education Enhancement during Pandemic) execution clearly showed a significant contribution to raising the science performance level of Manuyo Elementary School students in grade 3. These helped students achieve high marks on their tests, performance tasks, and even daily evaluations after the discussions.

Keywords: *pandemic, quantitative method, strategies, interventions, innovations, Manuyo Elementary School*

REFLECTION

This research revealed that implementing Project SEEP has a significant impact on enhancing grade 3 students' Science performance during a pandemic. The Mean Percentage Scores (MPS) increased in the post-assessment and first quarter assessment test, showing that the grade 3 learners' performance level in their science subject has improved. Science Education Enhancement Activities such as science trivia, hands-on activities, film showings, and compiled video lessons and power point presentations are undoubtedly one of the most successful and effective ways of improving the performance level of grade 3 learners in their science subject in this time of pandemic. Because the strategies used are

generally simple to apply and require minimal ICT supplies, grade 3 pupils' performance is improving. The Coronavirus Pandemic has disrupted the educational system significantly, affecting all students. Learners are having trouble understanding the teachings at the moment, yet their teachers and parents are concerned about their well-being, particularly their performance level. Despite the fact that science education is new to them, they can understand most of the courses in this topic thanks to the SEEP project. A good approach about this activity will certainly improve grade 3 pupils' Science achievement.



Project AKAP - I-Angat ang Kasanayan sa Pagbasa gamit ang SQ3R. Estratehiyang Panlinang sa Kasanayan ng mga Mag-aaral sa Pagbasa

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ABSTRAK

Ang pag-aaral na ito ay naglalayong [1] matukoy ang antas ng kasanayan ng mga respondente sa pagbasa bago at pagkatapos nang paggamit ng estratehiyang SQ3R ayon sa pagkilala sa salita at pag-unawa at [2] matiyak kung mayroon bang makabuluhang pagkakaiba sa antas ng kasanayan sa pagbasa bago at pagkatapos nang paggamit ng estratehiyang SQ3R ayon sa pagkilala sa salita at pag-unawa. Ginamit sa pag-aaral na ito ang disenyong deskriptibo o palarawang pananaliksik na kinasangkutan ng 17 respondente mula sa baitang 7 ng Las Piñas North National High School ng Taong Panuruan 2022-2023. Matapos ang pag-aaral ay napatunayan na ang estratehiyang SQ3R ay mabisa sa pagpapataas ng kasanayan sa pagkilala ng salita subalit hindi pa sapat sa pagpapataas ng kasanayan sa pag-unawa.

***Mga Susing Salita:** pagbasa, antas ng kasanayan, estratehiyang SQ3R, pagkilala sa salita, pag-unawa*

REPLEKSYON

Isang makabuluhang programa bilang interbensyon sa pagbasa ang nabuo kaugnay ng isinagawang pag-aaral. Makikita sa resulta na nakatulong ang SQ3R sa pagpapaunlad ng kasanayan sa pagbasa subalit kailangan pang isailalim sa rebyu ang materyal at proseso na ginamit sa paglalapat ng estratehiyang SQ3R. Maglaan ng angkop na seleksyon upang mapataas pa ang kasanayan ng mga mag-aaral sa pag-unawa. At sa huli, mabisang kasangkapan pa rin sa paglinang ng kasanayan sa pagbasa ang paggabay ng guro upang mas mapahusay ang kasanayan sa pagbasa nang may pag-unawa. Iminumungkahi ng mananaliksik na ipagpatuloy ang paggamit ng SQ3R sa pagpapabasa at magsagawa ng katulad na pag-aaral na nakatuon naman sa pagsusuri ng materyal na ginamit sa pagpapabasa o pagtataya sa mga salik na nakaapekto sa paglinang ng pag-unawa ng mga mag-aaral.

The Learning Implication of the Genius Hour Class Program as an Intervention for the Learning Continuity and Recovery Plan (LCRP) Initiative of SANHS

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ABSTRACT

Filipino learners have low reading comprehension level in English based on international and national standards. One of the strategies that will alleviate this problem is the use of audio-video materials. Related literature and studies stated that it is effective on improving the reading attitudes and comprehension level of learners. This action research aims to investigate the effects of audio-video materials on seventh graders' reading comprehension in Filipino. The participants are the 92 seventh graders of San Antonio National High School who are selected through multi-stage sampling. Utilizing convergent parallel mixed method research design, the instruments used are 50-item multiple choice pre-test and post-test, open-ended questionnaire, and interview. After the strategy was implemented for 10 weeks, the study revealed that audio-video materials enhanced the reading comprehension in Filipino of the participants. Additionally, majority of the participants have positive reception on using audio-video materials because it enhanced their motivation, made them understand the lesson easier, and allowed them to learn new words. However, some of the participants still preferred printed materials because it permitted them to practice oral reading and to review the content for better retention. Based on the findings, action plan was crafted for the improvement of school-based reading program.

Keywords: *audio-video materials, reading comprehension*

REFLECTION

The researchers are implementing the action plan for our school-based reading program this school year. We are looking forward to utilize both printed and audio-video materials in both regular and remedial classes so that our learners will improve their reading comprehension in Filipino. We also recommend to educational leaders, school heads, and administrators that they can create and implement reading activities and programs that showcased the use of both printed and audio-video materials to achieve the call for enhancing literacy. We also suggest that teachers can combine the printed texts and audio-video materials in constructing and executing learning activities so that the learners will be enthusiastic to learn the content. Lastly, we encourage fellow researchers to conduct more experiments in the future that will explore comprehensively the effects of audio-video materials in another grade level and/or in other subject matter.

The Effectiveness of Utilizing the Instructional Material T.E.T box (Tangible Element Trends in a box) in Improving Mastery Level of Grade 8 Students in Selected MELCs in Chemistry Performance of Grade 8 Students in Mathematics

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ABSTRACT

The implementation of the Blended Learning Modality in schools during the post-pandemic has brought many tribulations to how teachers make and apply their strategies. Students were too fond of the screen-and-watch method of learning, hence giving them a shorter attention span and there was a lack of involvement in the teaching and learning process. Speciously, students should be reconnected with the process of learning not just looking and listening as it is difficult as it is to adjust from screen to classroom. The study was conceptualized to focus specifically on the most essential learning competency in Science towards the branch of chemistry. This research aimed to determine the effectiveness of teacher-made instructional material T.E.T or Tangible element trends versus the traditional way of teaching. This I.M. was specifically made for the lesson introducing the element's properties and trends in the periodic table. The study was conducted at Tinajeros National High School. It employed the quasi-experimental design to have the comparative results between the participants through stratified random sampling. The study utilized four heterogeneous sections with students 75 and above grades in Science 8 and were given the same pre-test and post-test about the selected MELCs in Science 8. The study's result showed that there was an increase on the student participants post-test outcome after being exposed to the T.E.T. The student participants were able to grasp the concepts more easily with the use of the teacher-made I.M. as they were involved in the teaching and learning process. With this indication, teachers should make and create more efficient instructional materials so that students can reconnect in the classroom. Moreover, other than the use of media, teachers should make handheld or tangible materials so that psychomotor skills can be used in the classroom.

Keywords: *blended learning, chemistry, teacher-made instructional material.*

REFLECTION

The research not only gave participants a sense of accomplishment, but it also aimed to encourage teachers to develop novel and interesting approaches to the delivery of teacher-made instructional materials. In addition, through this study, it was discovered that the capability of making hand-held I.M. can get students involved. This is especially true for students of this generation, who are accustomed to seeing classroom sets at home. In the future, I hope that this I.M. will be able to serve as a benchmark to be utilized and expanded so that both students and teachers can benefit from having assistance during the process of learning and teaching.

Integrating Innovative Teaching Strategies (ITS) in Teaching Mathematics for Struggling Grade 3 Pupils at Longos Elementary School

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ABSTRACT

This study explores the effectiveness of integrating Innovative Teaching Strategies (ITS) in teaching Mathematics to grade 3 pupils facing difficulties at Longos Elementary School. With a focus on enhancing mathematical understanding and improving academic outcomes, this research investigates the impact of ITS implementation on struggling students' mathematical performance. In this study, a mixed-methods approach was adopted. Pre- and post-intervention assessments were conducted to measure students' mathematical proficiency both before and after the integration of ITS. The ITS methodology encompassed the use of interactive digital tools, hands-on activities, collaborative learning, and differentiated instruction. Pupils exhibited enhanced understanding, increased motivation, and improved confidence in approaching mathematical problems. As a recommendation, further professional development and training opportunities should be provided to teachers to enhance their proficiency in implementing ITS methodologies.

Keywords: *audio instruction, concept building, multimodal approach, mediated learning*

REFLECTION

This study highlights the critical relevance of incorporating innovative teaching strategies to respond to the varied educational requirements of learners in Grade Three who are having difficulty with mathematics. It stresses the crucial role that developing a dynamic and engaging classroom atmosphere plays in promoting active student participation and fostering a deeper grasp of mathematical topics. Specifically, it focuses on the importance of active student participation. In addition, this research highlights the shifting nature of the educational landscape as well as the requirement for flexibility in pedagogical techniques in order to satisfy the ever-evolving requirements of students. Moving forward, continued research and assessment efforts should be targeted at studying the long-term influence that the integration of ITS has had on the mathematical skills of students as well as their overall attitude towards mathematics. This will provide significant insights for improving the ways in which mathematics is taught in schools.

Utilizing Guided Intervention in Learning and Developing Research Skills Program of Senior High School Learners at Potrero National High School

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ABSTRACT

Senior high school students face uncertainty and pessimism in learning research subjects due to their inability to properly comprehend the fundamentals and importance of research and its lengthy and intricate procedure. This condition leads to a negative disposition and low learning motivation toward research learning. This study aimed to address the learning difficulties in research by utilizing the Research GUILD (Guided Intervention for Learning and Developing Research Skills) Program in teaching research grounded in Self-Determination Theory. It posits three basic innate human psychological needs for optimal human functioning: autonomy, competence, and relatedness.

Data was gathered using quantitative methods and analysis. All Grade 12 students enrolled in the second semester of the school year 2022-2023 were the study respondents and answered a pen survey. Also, their research grade before and after the implementation were analyzed. The results showed that the respondents have moderate motivation levels in learning and doing research, proving their enthusiasm for research learning. It implies that the learners have grasped the real-life benefits of conducting research. Additionally, the intervention program significantly increased their academic performance in their study. Therefore, conducting research helps unfold the students' problem-solving and critical-thinking skills. Hence, Self-determination theory holds that the social context in research learning should foster needs for competence, autonomy, and relatedness to generate self-determined motivations, ultimately increasing the student's motivation in learning research and good research outputs. Educators must consider aligning the learners' research topic with the local context to potentially enhance students' understanding of the practical applications of their studies.

Keywords: *teaching and learning research, motivation, self-determination theory*

REFLECTION

Learning and researching are challenging for all ages. However, learners must grasp research's real-life contexts and lifelong benefits to help them not perceive it as a burden. Since students may feel they have no choice but to take the course, making it fun and improving their learning motivation to maximize research benefits are crucial to improving motivation and academic achievement. Thus, learning research might focus on inner and extrinsic learner motives. More importantly, self-determination theory helps assess students' intrinsic motivation and encourages them to regulate their learning. The Research GUILD program emphasizes autonomy, competence, and relatedness. Through this, educators and learners will see the life-long benefits of teaching and learning research, making their research journey more meaningful. Hence, this program will benefit research enthusiasts, teachers, and students alike and must be implemented

as a teaching program. Educators may offer choices to boost student autonomy. Research advisers should share their research agenda with students and emphasize the connection between their research and expertise to help integrate research and practice in any field. It is best to repeat topics, give students time to learn, assess their comprehension, and use humor to make learning fun. Aligning research topics with the local context may help students apply their knowledge and advocate for local, regional, and national changes.



Effectiveness of Project F.U.N.C.T.I.O.N.S. in Enhancing Academic Performance and Interest in Mathematics

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ABSTRACT

This research assessed the impact of “Project F.U.N.C.T.I.O.N.S. (Formulating Unconventional, New, Creative Teaching Instructions, Online and Non-Digital Support)” on Grade 11 students’ math performance and interest at Panghulo National High School. A quasi-experimental study focused on students scoring 78 or lower in Mathematics, specifically in Statistics and Probability. Pre-surveys gauged their math perceptions and interests. The intervention included online and non-digital support, with participant interviews and parent/guardian input. Project F.U.N.C.T.I.O.N.S. significantly improved academic performance in Mathematics (mean score increased from 74.79 to 80.09), with a positive correlation (0.28). A Likert scale survey indicated increased interest post-intervention. Project F.U.N.C.T.I.O.N.S. effectively enhanced academic performance and interest in Mathematics among Grade 11 students. Wider adoption and ongoing evaluation are recommended to improve math education and student outcomes.

Keywords: *Digital and Non-Digital Learning, Creative Teaching, Intrinsic Motivation*

REFLECTION

The action research study revealed that project F.U.N.C.T.I.O.N.S. positively influenced both math interest and academic performance of the participants. Participants displayed increased enthusiasm for math and improved grades. Conducting this research deepened my understanding of action research methodology, emphasizing planning, data analysis, and effective communication. Several key aspects contributed to the success of this study. Firstly, the careful selection of participants based on their individual needs and interests ensured that the intervention was tailored to their specific requirements. The design of the Math enrichment classes was also crucial; it involved interactive and engaging activities that stimulated the students’ curiosity and intrinsic motivation to learn. Future improvements may include extending class duration, incorporating control groups, and assessing long-term effects. Addressing these aspects will strengthen Math enrichment classes’ effectiveness in enhancing math interest and performance, advancing our understanding of their impact on students’ mathematical development.

Utilizing Digital Technology Applications in Increasing the Mastery Level in Carpentry Concepts of Grade 8 Students in Longos National High School

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ABSTRACT

Technology-embedded learning methods not only bring innovation to teaching approaches but also enhance learning behaviors and desired learning outcomes. In line with this, the study aimed to determine the effectiveness of digital technology applications in improving the conceptual mastery level in carpentry of Grade 8 students in Longos National High School, Division of Malabon City. Digital applications were used as icebreakers, retrieval practice, collecting opinions of students, exit tickets, and formative assessment that motivated students to participate more in the lesson. To evaluate the effectivity of the intervention, a quasi-experiment type of one-group pretest-posttest design was used. The calculated pre-test and post-test mean are 17.3 and 36.68, respectively. This shows that the mastery level of the students increased, as attested by a mean difference of 19.38. The computed value of 13.59 resulted, which was higher than the tabular value of 1.677. Therefore, it was concluded that there was a significant difference in the mastery level of students after the use of digital applications in teaching carpentry concepts in grade 8. Hence, the intervention was deemed effective and recommended to be utilized by all TLE teachers.

Keywords: *innovation, technology, digital applications, carpentry skills*

REFLECTION

The use of digital applications is indeed a great help not only to students but to teachers as well. However, the utilization of digital applications in teaching and learning is a big challenge for every teacher because it requires a lot of time during the preparation period. The use of technology-assisted learning tools, such as mobile devices, tablets, laptops, and televisions with HDMI, can be a cost-effective method of educating young minds in the long run. However, a lack of technology-assisted tools is somewhat of a problem. Teachers must also be knowledgeable in the applications to be used to maximize the applications and effectively teach the students, aside from mastery in the subject matter. The support of local government and other stakeholders, the active participation of students, and teachers' willingness to learn new methods and face the challenges related to the latest technologies will mark a breakthrough and ensure that this intervention will be the best it can be.

Utilization of PROJECT SAGIP in Solving Academic Gaps through Intervention Program of Grade 10 Students

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ABSTRACT

Mathematics today is a diverse discipline that deals with data, measurements, and observations from science with inference, deduction, and proof, and with mathematical models of natural phenomena, of human behaviour, and of social systems. It makes our lives orderly and prevents hardships. Mathematics is used throughout the world as an essential tool in many fields, including natural science, engineering, medicine, and the social sciences. It is one of the important subject areas in the field of study. Majority of the students today have learning difficulties in this subject, so it is needed to enhance to make learnings more fun and interesting. This study aims to help the learners overcome their difficulties in this subject and enhance their mathematical skills. It also aims to solve learning gaps experienced during the pandemic crisis. A quantitative research design method was used in this study. The subject of this study were 70 Grade 10 students, identified through purposive sampling. The respondents took a pre-test before they underwent intervention. Afterward, the respondents were given a post-test after the whole intervention was administered. After the intervention was employed, it was found that there was a significant difference between the pre-test and post-test scores of the respondents. This implies that the remediation program of the mathematics 10 lessons is deemed effective. The results of the study established that there is a constant development of the grades of the students after the intervention program. These are remedial class, parent-teacher conference and home visitation which greatly helps to enhance the improvement of grades of the learners.

Keywords: *inclusive education; intervention program; numeracy skills*

REFLECTION

After the conduct of the study, the researcher realized that it is important to know the strengths and weaknesses of your learners to be able to help them to improve their academic performance. It is important to provide extra assistance to students who have fallen behind the rest of the class. The researcher had learned lots of experiences in conducting the study. The researcher learned that it is a great privilege to be able to help the learners who have learning difficulties. Being the second parent of the learner, it is overwhelming to the feeling that you have an opportunity to help others in your own simplest way. The research was made possible through the support of the school and the technical assistance from the colleagues in the validation of the test materials. The researcher chose the learners as the participants that makes easier to conduct the study. The research can be improved in the future implementation of the innovation by covering more topics in the supplemental handouts.

The Use of Board Games in Remedial Teaching of the Four Fundamental Operations in Mathematics for Grade 7 Students

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ABSTRACT

Understanding the four basic mathematical operations is an indispensable skill necessary for grasping the concepts of Mathematics itself. To be able to understand other lessons in Mathematics, the learners should first have a mastery of the four fundamental operations namely addition, subtraction, multiplication, and division.

This study aims to determine the effect of the use of board games as an intervention material to improve the competency levels of Grade 7 students in solving the four fundamental operations in Mathematics. It utilizes the one-group pretest-posttest quasi-experimental design. The participants of this study are 30 struggling grade 7 learners. Paired t-test is employed to determine if there is a significant difference between the mean responses in the pretest and post-test. The computed t-score is 21.35 with a p-value of .00001 reveals that the mean responses in the pre and post-test are significantly different. This only implies that the application of board games during remedial classes is an effective intervention for the students to increase their post-test scores in four basic operations. This shows that using board games could be a probable solution in helping students improve their numeracy skills.

Keywords: *fundamental operations, board games, numeracy skills.*

REFLECTION

Students' ability to comprehend their least acquired skills and their enthusiasm in improving in those areas can both be boosted by using engaging remediation resources. According to Dr. Jaime Balladares, a professor of mathematics at Pontificia Universidad Católica de Chile in Santiago, Chile, who was also the study's principal author, "Board games enhance the mathematical abilities of young children." "Using board games can be considered a strategy with potential effects on basic and complex math skills," he adds. "This is something that can be looked at as a potential effect." In light of this, as a researcher, I have decided to investigate the efficacy of using board games in the remediation of mathematics' four fundamental operations.

Misconceptions and Errors in Four Fundamental Operations of Mathematics among Non Numerates Learners

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ABSTRACT

For many years, researchers have focused on the effectiveness of mathematics intervention strategies to enhance students' numeracy skills. Various assessment tools and remedial programs are being made to address the problem of low numeracy rate. However, the primary cause has not yet been considered by the researchers – misconceptions and errors. The key purpose of this research was to find out the misconceptions and errors in four fundamental operations of mathematics among non-numerates. To explore its source, a mixed method was deployed to obtain comprehensive data. The study utilized a purposive sampling method. Twelve students were labeled as non-numerates based on the assessment results. A set of tests were given to detect type of error, error patterns and misconceptions. Thus, the findings revealed that most errors are classified as “Conceptual Error”, It includes not aligning place value properly, wrong or no application of regrouping, and some cannot even carry out the basic mathematical operations. Moreover, the results have shown that sources of the error were found to be lack of conceptual understanding, inaccurate procedure, and poor knowledge of the basic mathematical facts. Hence, it is recommended that a deeper study of misconceptions and errors in the four fundamental operations must be carried out at the primary level to trace the root causes and apply an immediate solution to the problem, standard monitoring and evaluation scheme must be developed and conduct of intensive remediation activities for non-numerates to address mathematical errors and misconceptions.

Keywords: *misconceptions, errors, numeracy, fundamental operations*

REFLECTION

As a math educator and designated school numeracy program coordinator for years, I believed that one of the most important skills a student must learn in their early years is numeracy. To be able to comprehend ideas and grow in mathematics, one must possess these fundamental mathematical abilities. Without a solid understanding of the fundamentals, it can lead to a low skill in analysis and misinterpretation of data. Through this research, I have discovered that the key step in solving a problem on low numeracy rate is the identification and validation of its root causes. What are the common errors that students make while performing the fundamental operations? What are the possible causes of these errors and misconceptions? How do these errors and misconceptions occur in solving math problems? The findings of this study can help program coordinators in preventing the occurrence of similar problems in upcoming school years. It may offer ideas on future numeracy programs and math interventions strategies to focus more on conceptual learning instead of just learning and memorizing facts. Additionally, it will help students build their mathematical confidence, sharpen their computational foundation, and broaden their comprehension of higher-level mathematical ideas.

Project BOGART (B)ard Games As Reading Technique): The Effectiveness of Gamified Reading Intervention in Grade 7 Learners of Batang-Bayan

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ABSTRACT

Before the introduction of Project BOGART, the reading comprehension proficiency level of Grade 7 Batang Bayan was assessed, and the results show that 142 participants, or 71%, fall under “Not Proficient” and 58 participants, or 29%, fall under “Low Proficient.” It simply suggests that there are lots of students who still struggle with reading comprehension. As time went on, the researcher observed heartening advancements following 172 participants, or 86%, are “Nearly Proficient,” and 26 participants, or 13%, are “Proficient” in Grade 7 Batang Bayan’s reading comprehension competence level following the implementation of Project BOGART. This suggests that learners’ reading comprehension abilities have improved. The result indicates that the computed test statistic -45.24 is less than the critical value 1.96 , the decision is to reject the null hypothesis. Furthermore, statistical analysis confirmed the significant difference between the level of academic performance of students in research before and after the implementation of Project BOGART. It suggests that there is sufficient proof that kids’ academic achievement levels differ significantly. It is concluded that Project Bogart is an effective intervention for enhancing Grade 7 Batang Bayan’s reading comprehension.

Keywords: *proficient, nearly proficient, comprehension*

REFLECTION

To increase motivation and engagement in a learning environment, Project BOGART gamification is EFFECTIVE. The digital era has improved the technology resources at teachers’ disposal for incorporating gaming into lessons, which they do frequently. The following four game elements—freedom to fail, rapid feedback, progression, and storytelling—can help a K–12 teachers successfully gamify learning activities in the classroom. Teachers should carefully examine the best strategy to support their students’ learning before introducing these gaming elements into the classroom. The reading techniques used in Project BOGART were integrated to address the gaps and losses among the students in an engaging manner. When teachers consciously gamify their classes, students are more likely to be engaged.

Revitalizing and Amplifying (RevAmp) Numeracy Skills of Learners Through Error Analysis

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ABSTRACT

In the realm of education, numeracy skills are fundamental, serving as a cornerstone for academic success and everyday problem-solving. This study delves into innovative strategies aimed at enhancing these critical skills. The research employs a novel approach centered on error analysis, recognizing that errors offer valuable insights into a student's thought processes and misconceptions. The study investigates five key areas: error identification, error categorization, error interpretation, targeted interventions, and progress assessment. Educators can address individual learning gaps more effectively through a combination of data-driven methodologies and tailored interventions. The results of this study reveal a substantial improvement in the numeracy skills of learners who participated in the error analysis-based interventions. Error identification and categorization allowed educators to pinpoint specific areas where students struggled most, while error interpretation shed light on the underlying misconceptions. The targeted interventions tailored to individual needs played a pivotal role in bridging these gaps. In conclusion, this research presents a robust framework for revitalizing and amplifying numeracy skills by harnessing the power of error analysis. By adopting such innovative strategies, educators can promote numerical proficiency and deeper understanding and confidence among learners. The findings highlight the effectiveness of personalized interventions and underscore the importance of error analysis as an educational tool. Based on these outcomes, it is recommended that educational institutions and policymakers consider integrating error analysis-based approaches into their curriculum and teaching methodologies. This can lead to more holistic and effective numeracy skill development, ensuring that learners are better prepared to tackle the challenges of both academia and the real world. Additionally, further research and continuous professional development for educators are recommended to refine and expand the application of error analysis in enhancing numeracy skills.

Keywords: *error analysis, education, learners, numeracy skills, revitalization*

REFLECTION

In retrospect, the researcher observed significant variations in academic performance among different sections in the pre-test results. While the MALVAR section exhibited "Good" performance, most sections were categorized as "Poor." This initial assessment highlighted the need for targeted interventions to address students' identified gaps in numeracy skills. Moving forward, the researcher noted encouraging improvements after the implementation of interventions or strategies. Several sections, including DAGOHOY, AQUINO, and DEL PILAR, transitioned from the "Poor" category to "Good." This transformation indicated the potential effectiveness of tailored interventions in enhancing academic outcomes. Furthermore, statistical analysis affirmed the significance

of the improvements observed in the post-test results. The computed t-value and low p-value (0.00135) for the pre-test results underscored that the interventions had a meaningful impact on student performance. These findings collectively suggest that the implemented strategies successfully addressed the initial performance gaps identified among the student sections.



Technological Pedagogical Content Knowledge (TPACK): An Alternative Approach to the Low Academic Performance of Grade 11 Learners in Understanding Culture Society and Politics (UCSP) in an Inclusive Setting

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ABSTRACT

Technological, Pedagogical and Content Knowledge or TPACK is a framework used in education to depict the relationship of Technological Knowledge, Pedagogical Knowledge, and Content Knowledge. The structure of TPACK recognizes the effectiveness of technology integration in the teaching and learning process. The study aimed to determine the effectiveness of Technological, Pedagogical, and Content Knowledge as an alternative learning approach in enhancing the academic performance of Grade 11 Learners in Understanding Culture Society and Politics or (UCSP) in an inclusive setting. An experimental research design or pretest–posttest design was used to determine the effectiveness of TPACK. The participants in the study were selected using slovin’s formula and all respondents in the study came from Grade 11 under the Academic and Technical and Vocational Strand of Highway Hills Integrated School. A 50–item teacher-made test was administered through pre-test and post-test to determine the performance of the learners. The TPACK educational technological tools were used as an intervention after the result of the pre-test. The result of the post-test shows that most of the Grade 11 learners got excellent remarks after the use of TPACK educational technological tools. The learners increase their interest in studying UCSP because of TPACK that are utilized in different learning aspects, such as assessment, class discussions, class presentation, use of infographic tools, video editing, bibliography, and citations. Based on the findings, the study recommends the integration of TPACK educational and technological tools in their teaching pedagogy, discussion of content, and sharing of knowledge.

Keywords: *inclusive, technology, pedagogy, tools*

REFLECTION

The implementation of TPACK educational and technological tools in the teaching and learning process creates the impression that seasoned teachers must understand that TPACK is a combination of the use of technology and the application of pedagogical approaches to enhance the sharing of content and knowledge to learners. Teachers must not be afraid to learn new approaches, especially in the application of technology in teaching. Teachers and learners must be creative and innovative with the available materials and educational technological tools. The success of TPACK depends on the acceptance, interest, and dedication of teachers in applying TPACK educational technological tools in class discussions.



Utilization of Backwards Approach in Refining Pedagogical Planning in Achieving Numeracy Skills of Grade 11 Learners

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ABSTRACT

The backward design approach ensures that assessments are aligned with the desired outcomes and provide clear criteria for evaluating student understanding and proficiency. This action research aims to utilize the backwards approach in refining pedagogical planning in senior high school mathematics. Backward design is primarily a three-step process: it requires the teacher to identify desired results, determine acceptable evidence of attained results, and plan out the learning experiences, instruction, and resources, intended to help students attain the set learning outcomes. The research design was experimental design, which will enable the control and experimental groups to participate in this study. Daily Learning PLAN (DLP) was developed separately for the experimental group and control group. The data were gathered through the following research instruments: diagnostic test, hypothesis testing worksheets with guided examples, and post-test. The z-value 23.584001 indicates a large magnitude of difference between the experimental group. The result being significant at $p < .05$, this means that the difference observed in the experimental group's performance is unlikely to be due to random chance, and it is more likely attributable to the utilization of the Backwards approach. The implementation of the Backwards approach initially resulted in positive outcomes, with significant improvement in performance. However, there were some challenges and fluctuations in performance observed in subsequent weeks, which may require further investigation and adjustment of instructional strategies

Keywords: *Backward design, pedagogical planning, numeracy skills*

REFLECTION

The implementation of the BACKWARDS approach had a more significant impact on the performance of the participants in the experimental group. The approach seemed to be effective in enhancing their learning and understanding of the subject matter. However, it is important to note that the control group also experienced improvement, although to a lesser extent. This could be due to other factors or instructional methods implemented in the control group. The implementation of the BACKWARDS approach initially resulted in positive outcomes, with significant improvement in performance. However, there were some challenges and fluctuations in performance observed in subsequent weeks, which may require further investigation and adjustment of instructional strategies. The low p-value suggests that this improvement is not due to chance, but rather a result of the instructional intervention. These findings provide strong evidence of the effectiveness of the BACKWARDS approach in enhancing the participant's performance in the experimental group. It is important to identify the factors that contributed to the decline in performance during certain weeks and address them effectively to sustain continuous improvement throughout the utilization of the BACKWARDS approach.



Project eTAWID (Engaging Learners in Tutorial Approach with Interventions on Differentiated Instruction)

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BERF

ABSTRACT

Engaging learners to participate has always been a challenge in distance learning. Teachers are bound to various preparations to ensure that competencies are met. They are expected to contextualize and localize the lessons to allow flexibility of learning content and the processes needed to be related to the needs of the learners. Moreover, teachers are expected to consider individual differences in lesson planning and implementation. Unfortunately, the distance learning resulted to widened learning gaps and increased learning losses. These has now become a more pressing challenge to resolve among educators. This problem led the researcher to arrive on the project eTAWID. This study aimed to bridge the learning gaps through eTAWID. The Project eTAWID (Engaging Learners in Tutorial Teaching Approach With Interventions on Differentiated Instruction) in Filipino is an on-line tutorial teaching that used differentiated instruction to meet each individual student needs. This action research utilized sequential mixed-method as a research design. The researcher first collected and analysed quantitative data followed by collecting and analysis of qualitative data. The participants of this study involved 33 Senior High School students of Jose Abad Santos Senior High School who were enrolled in the current school year under the blended learning modality. Three Filipino

Teachers also participated in the study as tagaTAWID or tutor. The result showed that the use of tutorial teaching approach with intervention on differentiated instruction increased the academic performance and engagement of learners. Hence, the implementation of the Project eTAWID improved the performance and engagement of the participants in Filipino subject and recommended as effective intervention to bridged the gap to learning.

Keywords: *differentiated instruction, tutorial teaching approach, intervention, remediation*

REFLECTION

Learners engagement has become very challenging especially during the distance learning, thus it is imperative that teachers provide fitting activities, performance tasks and learning strategies that would cater to the individual needs of the learners especially those at risk of failing. Teaching differently during challenging times especially for the learners is very important. Teacher must provide the foundation to keep every learners engaged in the lesson. Moreover, teacher must always find ways to differentiate instruction by creating a stress-free learning environment, differentiation in assessment, instruction, feedbacks, reflection and variety of ways to meet the needs of the learners. Through Project eTAWID, differentiating instruction in tutorial approach has greatly

Effects of Lattice Method in Enhancing the Performance of Grade 4 Learners in Multiplying 3-Digit By 2-Digit Numbers: An Intervention Practice

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August 2022

ABSTRACT

This research study was conducted to prove the positive outcome of using the lattice method in multiplication. Teachers and parents collaborate with each other in using the lattice method to ensure a positive result of this research. The purpose of this study is to evaluate how effective lattice method is in mathematics. This study also aimed to identify the effectiveness of the lattice method on learners' multiplication test score achievement. In this action research, relevant literature is reviewed, and pre- and post-tests were conducted to prove the positive outcome of using the lattice method as an intervention in multiplying numbers. Giving parental consent to parents was done to allow their child to participate in a face-to-face series of discussions using the lattice method. Twenty fourth-grade pupils were selected to participate in this research. This study used an ANOVA statistical treatment. Since the f -critical value is 4.09 and the f -observed is 54.48, it follows that the f -observed is far beyond the f -critical values. Therefore, our null hypothesis is rejected, and our alternative hypothesis is accepted. The discussion concludes that there is enough evidence that the lattice method is a convenient or easy way to multiply digits. It is important that learners know how to solve a mathematical problem, especially the multiplication table. In this study, multiplication errors committed by learners were found to be most likely due to a lack of prerequisite skills. The result implies that using lattice method is more convenient with regards to the learners who took the pre-test and post-test. The researcher found that lattice method was a quick and easy way to multiply 3-digit by 2-digit numbers. Researchers could recommend the use of the lattice method for multiplying 3-digit by 2-digit numbers. It is a good alternative to the formal written method of the traditional method.

Keywords: *lattice method, traditional, multiply, post-test, pre-test*

REFLECTION

These findings have implications for learners, teachers, and other researchers in different areas, such as readiness, planning, and implementation of teaching and learning multiplication. This is also the best tool for supporting visual learners, as some pupils learn better by visualizing the process. It is a great method for expanding children's multiplication knowledge and their number sense. Pupils will enjoy using this method not only in solving but also in the boxes and triangles they draw. This is also a useful multiplication method, as it provides pupils with a model that can help them ensure the numbers are correctly aligned. Teachers need to apply different strategies and teaching methods that are cool and fun too. This action is necessary for increasing mathematics achievement, especially in multiplication, among elementary learners.

Intensifying Basic Mathematics Remediation and Intervention Through Scratch Programming Software Among Elementary Learners

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August 2022

ABSTRACT

The lines between work and social, study and leisure, and private and public have become more hazy for today's youth as a result of growing up with developing technologies at their fingertips. They currently live in an open-book society where any information is accessible with a few mouse clicks. Amidst the pandemic, education will never stop as educators continue to explore current learning innovations in computer programming presented on online platforms for the K–12 classroom. The researcher introduces Scratch software, which is an interactive mathematical game that can help pupils develop computational thinking skills. This study explored the experiences that aimed to use scratch programming in math classes to enhance the students' mathematical skills, specifically numeracy. The pre-numeracy test was administered before the implementation of coding using Scratch. After two weeks of coding, the post-test was administered to the pupils using the numeracy test. The mean, standard deviation, and t-test were utilized as statistical tools in the research. The SPSS version 24 program was also utilized to compute the data needed for the study. The study resulted in the rejection of the null hypothesis based on the data of the pre-test and post-test with $p > 0.001$ that had been statistically treated, so Scratch programming can be used in teaching mathematics towards enhancement of pupils' performance, specifically in numeracy tests. It is confirmed to be a medium for readily composing and decomposing programs, encouraging the application of critical, metacognitive thinking, and abilities to reflect.

Keywords: *Scratch Programming, Numeracy Test, Fundamental Operations, Performance*

REFLECTION

Each of the preceding episodes demonstrated how Scratch provided a useful and engaging programming environment for exploring mathematical concepts. In light of the findings of the research, the following recommendations were made: (1) Scratch should be used by teachers to teach coding and computational thinking principles to students. Scratch can be used to demonstrate learning in a variety of subject areas after pupils have mastered it. (2) Pupils should then use Scratch, which enables them to communicate themselves through storytelling, games, and animation. Scratch allows learners to collaborate on projects and share their creations online and (3) future researchers should investigate instructors' acceptance and use of Scratch and other block-based programming tools to characterize their degrees of acceptability and give recommendations for better tools and enhanced efficacy in teaching programming. Students, on the other hand, were extremely motivated to improve their skills and overcome challenges to produce good Scratch projects. This suggests that a study of how the Scratch visual programming environment can aid in the development of reading, writing, and arithmetic skills might be worthwhile.

Assessing Kindergarten Learners' Performance Using Developmentally Appropriate Practices (DAP)

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March 2022
BERF

ABSTRACT

Early education refers to educational programs and strategies geared for children from birth to the age of eight. This early education is widely considered the most vulnerable and crucial stage of a person's life. It is essential and beneficial for them to have the best possible learning experience. Early childhood education often focuses on guiding children to learn through relevant and purposeful endeavors. Many early childhood schools, development centers, kindergartens, and primary grades were operating without familiarizing the k-12 curriculum guide that the Department of Education published for the position we should offer to the learners. This comes up to the researcher to develop this descriptive – qualitative research that will give a justification on how the early childhood teacher grasps the young children by means of the developmentally appropriate practice plus their practices in employing the active cycle of the teaching-learning process. The research design of this research is a descriptive – qualitative which was conducted at Moises Salvador Elementary School. Qualitative – interview was done to find out on how the kinder teachers prepare activities and assessment plus their views on DAP. As what the results found, teachers have a good teaching practice that is similar to DAP, however their familiarity and awareness of DAP as theoretical bases in our existing educational policy in terms of curriculum and instruction like some guidelines and core considerations in employing teaching-learning process.

With all the analysis, findings, and recommendations - a researcher was able to make a training-workshop as proposed learning intervention to the teachers to strengthen their knowledge on developmentally appropriate practice that promotes optimal learning and development.

Keywords: *developmentally appropriate practices (DAP), kindergarten, curriculum, early childhood education, practices*

REFLECTION

As I reflect on the diligent work of the BERF Basic Research, I see how crucial it is for teachers to be reminded of the position statement that promotes the best possible growth of our students. This developmentally appropriate practice can be all instructional strategies that address age and developmentally-appropriate, mindful of each student's individuality, and sensitive to the social and cultural contexts in which they were raised. It also helps young children accomplish goals that are both difficult and doable. The creation of engaging activities and pertinent assessments results in a perfect and top-notch early childhood education. In order to create an ideal cycle of teaching and learning, teachers are therefore carefully implementing and taking DAP into consideration. For more information about

planning, assessing, and recommending the implementation of DAP as adapted by the researcher in the National Association of Educating Young Children (NAEYC), the researcher encourages readers to spend some time reading the handbook titled “MSES Guidelines for Developmentally Appropriate Practice in Teaching - Learning Process in Early Childhood Education”. (0.00135) for the pre-test results underscored that the interventions had a meaningful impact on student performance. These findings collectively suggest that the implemented strategies successfully addressed the initial performance gaps identified among the student sections.



Utilizing Activity-Based and Game-Based Remediation Approaches in Improving Performance of Grade 10 Mathematics Learners

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July 2023

ABSTRACT

The reopening of the face-to-face or in-person learning modality in schools became a way to notice issues with students’ development of their numeracy abilities. Students struggling to apply their core mathematical knowledge and skills arise. Therefore, it is necessary to work on their numeracy skills and to address and narrow this learning gap brought about by some circumstances, including the pandemic, a numeracy program is a must. The Antonio J. Villegas Vocational High School Grade 10 students of the researcher’s class who struggle to apply their fundamental knowledge and skills in Mathematics were the target recipient for the proposed learning program. The sessions of the proposed learning program were delivered face-to-face, which required the physical attendance of all participating students and the teacher-in-charge. Forty (40) Grade 10 students were chosen as a sample using purposive sampling. The single post-test/pre-test approach was used in the study. The pre-test’s mean scores were used to determine the students’ grade 10 mathematics proficiency level. T-test was used to measure significant difference or increase on the results of the study. There is a significant difference between the pre-test and post-test results. It can be inferred that the utilization of the remediation approach as aid in improving the performance of the Grade 10 students in Mathematics is found effective. Math teachers should adapt the use of remediation activities as a part of teaching methodology to increase learners’ performance.

Keywords: *effectiveness, grade 10, intervention, Mathematics, remediation*

REFLECTION

For improved teaching competency, teachers should consistently attend more workshops and seminars on various math teaching methodologies. The implementation of remediation activities should be closely monitored by school administrators, who should also regularly examine the remediation notebooks of the teachers. School heads may include

remediation workload in their School Learning Action Cell (SLAC) for the promotion of higher academic performance of learners in all subject areas. And for the purpose of promoting a higher intellectual perspective, education program supervisors may apply and adapt this method.



The Effectiveness of Strategic Intervention Materials for Grade 8 Students in Mathematical Remediation

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January 2023

ABSTRACT

As stated on DepEd Memorandum No. 39, series of 2012, the policy guideline in addressing learning gaps and implementing reading and writing program in secondary schools, DepEd recognized that most of the secondary schools had already put in place a remediation programs to address the deficiencies in learning. Long before the advent of K to 12 Basic Education Program, intervention materials are highly regarded as tools for remediating poor achievements of the learners. Thereafter, Strategic Intervention Material (SIM) was introduced into the teaching methods to stimulate the activity of the students and thereby increase their level of understanding (Dy 2011).

The purpose of the study is to examine the effectiveness of the Strategic Intervention material (SIM) as a remediation tool for the Grade 8 students to develop their skills in simplifying rational algebraic expressions, thus being one of the least mastered competencies in Grade 8 Mathematics. The Antonio J. Villegas Vocational High School's 20 student respondents were used in the single group pre-test post-test design. The research was carried out in the first quarter of the academic year 2022-2023. The findings demonstrated a significant increase in student success when SIM is used to simplify rational algebraic expressions.

Keywords: *Strategic intervention material, effectiveness, Mathematics, remediation, grade 8*

REFLECTION

The academic performance of Grade 8 learners in mathematics can be improved with the use of strategic intervention material. The use of SIM in the delivery of lessons with the lowest level of mastery helps students strengthen their mathematical ability to simplify rational algebraic expressions. The intervention materials help students improve their core mathematical knowledge, abilities, and comprehension while also facilitating the transfer of learning. Math teachers can use the strategic intervention materials made by the researcher to re-teach the concepts and skills and help the students master the competency-based skill. Principals, head teachers, and master teachers may provide seminars and in-service trainings on SIM development

with the goal of maximizing teachers' capacity to create instructional materials like SIM and use it as a remediation tool. Mathematics teachers may develop SIMs for lessons to complete the least learned competencies in all secondary level which can be as a remediation tool. Strategic intervention materials for other subjects should be made to address the least mastered skills. In another context, a comparable study may be conducted out with a larger sample size.



Utilization of Intensified Differentiated Instructions and Scaffolding; To Improve Performance of Kindergarten Learners

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April 2023

ABSTRACT

This action research examined how to improve the Literacy Skills of Laong-Laan Elementary School Kindergarten S.Y. 2022-2023 using Intensified Differentiated Instructions and Scaffolding. Data were collected from 162 learners of Kindergarten Sections, Charity, Hope, Wisdom, Peace, Faith, and Love. They were divided into controlled and experimental group having 81 respondents each. The result showed that there was significant improvement on the controlled and experimental group based on their alphabet knowledge, phonics and phonological awareness pre-test and post-test. In alphabet knowledge, the mean score of the controlled group in pre-test is 27.19 which rises to 27.50 in their post-test. In phonics, the mean score of the controlled group in pre-test is 12.34 while their post-test is 23.29. The phonological awareness mean score of the controlled group is 2.39 in the pre-test and 4.44 in the post-test based on the maximum score of 5 points. However, the pre-test mean score of the experimental group; alphabet knowledge, phonics and phonological awareness are 0 (zero) which means these respondents were totally not able to recognize and sound the alphabet prior to intervention. Nonetheless their post-test in alphabet knowledge scored 12.76, phonics 9.35 and phonological awareness was 2.12. In conclusion, the data projected that there was significant improvement in the literacy skills of controlled group specifically in alphabet knowledge, phonics, and phonological awareness. Furthermore, a distinct increase in the reading performance of experimental group is visible. It is a catalyst of hope to eradicate illiteracy as 51 % (42 respondents in experimental group) of non-readers improved. Based on the conclusion and findings presented, we have suggested that the progress of the learners should be continually monitored. Strategic teaching should be reinforced in a teaching-learning process, such as by incorporating technology into the teaching-learning process and using manipulatives like action dice and magnetic letters. Provide focus on letter sounds, especially for those who are in need.

Keywords: *differentiated instructions, kindegarten, literacy skills, performance*

REFLECTION

Improving the literacy skills of LLES Kindergarten learners through intensified differentiated instruction and scaffolding is a promising approach to enhance their learning outcomes. By tailoring instruction to meet the individual learners need, and providing additional support and guidance as needed, teachers can help learners develop the foundational literacy skills they need to succeed in later grades. An extended action research project focused on Key Stage 1 intervention can provide valuable insights into the effectiveness of this approach and help identify areas for further improvement. Overall, this is a worthwhile endeavor that has the potential to make a significant impact on the academic and personal growth of LLES Kindergarten learners.



Improving Grade 12 Learners' Research Skills using Inquiries, Investigations, and Immersion Standardized Modules

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April 2023

ABSTRACT

This action research aims to determine the impact of standardized modules on the research skills of 12th-grade students at President Corazon C. Aquino High School (PCCAHS), located in the Baseco slum area. The study is based on the independent learning paradigm, emphasizing the value of students taking responsibility for their education while getting peer assistance and guidance. Thirty 12th-grade students from the Matiyaga class will be selected as participants based on their first-semester grades. The main instrument for data collection will be a validated 30-item multiple-choice pre-test and post-test, both of which were teacher-made and taken from the modules used in the second semester of the academic year 2022-2023. The research will use a one-group pretest-posttest design. This means that the outcome of interest will be measured before and after a specific intervention is given to the same group of participants. This action research will contribute to the existing literature on standardized modules' effectiveness in improving students' research skills. The study's findings may have implications for developing effective teaching strategies that promote independent learning and communication in educational settings. Finally, the study's conclusion showed how effective the same modules were in the face-to-face lessons, like in the modular and online classes, due to the pandemic. Standardized Inquiries, Investigations, and Immersion modules improved research skills by 89.76%.

Keywords: *Standardized Modules, Research Skills, Independent Learning, Face-to-Face Learning, 3Is*

REFLECTION

The study effectively encapsulates an experience resonant with flexibility, innovation, and the continuous quest for high-quality education. However, the caveat lies in the necessity of stable internet connectivity. In this setting, President Corazon C. Aquino High School has

distinguished itself as a model of flexibility. The 3Is—Inquiries, Investigations, and Immersions—are modules to create an organized method for developing research abilities. The study's conclusions showed a positive trend. The Mean Growth Percentage analysis demonstrated the modules' success, which showed a significant improvement in the students' research abilities.

This experience in action research was a monument to the perseverance and creativity of both the students and educators. Our experience serves as a reminder of the efficacy of collaboration, technology integration, and the unrelenting pursuit of high-quality education. The improved research skills of the students go beyond academic success; they enable them to make significant contributions to our communities and society. Retrospectively, this action research is not simply a story of transformation but also a symbol of resiliency, flexibility, and the strength of teamwork. It exemplifies how educators can modify their responsibilities and how students can thrive in a changing environment.



Using 'Record Your Recitation' (RYR) as a Strategy in Developing the Speaking Skills of Selected Grade 9 Students

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May 2023

BERF

ABSTRACT

The study aims to develop the speaking skills of Grade 9 students enrolled in the online learning modality through 'Record Your Recitation' (RYR) as a strategy to mitigate the challenges in developing learner's speaking skills brought by emergency remote teaching. Ten (10) Grade 9 learners participated in the study. The RYR took place within eight weeks. The first four weeks were allotted to develop the skill of making explanations while the last four weeks for the skill of expressing opinions. Each week, learners submit a recording of their speaking performance. Weekly feedback on the submitted recorded speaking performance was provided by the teacher-researcher through email to every student. The speaking performances were evaluated using a researcher-made rubric and were analyzed using mean and ANOVA. A five-point rating scale was also used to determine the participants' weekly rating of their experience in doing the RYR activities which was analyzed using median. In addition, an interview with the learners was conducted to have a deeper understanding of their experiences during the implementation of the RYR strategy. Finally, the teacher-researcher also documented the challenges he experienced in the implementation of RYR strategy through journal writing. Data analysis revealed that majority of the students have a consistent score progress in making explanations and expressing opinions. Both difficulties and satisfaction were felt by the students in the implementation; nonetheless, their experiences were still viewed to be positive. There were several challenges experienced by the teacher-researcher in the implementation of the said strategy and these challenges are related to the time allotted for the full implementation of the RYR strategy.

Keywords: *modular distance learning, speaking skills, mobile-assisted language learning*

REFLECTION

New intervention strategy has been proven effective in developing the speaking skills of selected Grade 9 students as a result of this research. As evinced in the data, the language function skill of making explanations and expressing opinions can be developed even at times of emergency situations by providing speaking practice through voice recording and significant input through feedback-giving. The result of the study made it clear that the development of speaking skills of students can also be included as a priority skill considering that it can be developed despite the pandemic situation.



Project C.H.A.S.E. (Checking on Pupils Through Hybridize Approach to Secure Attendance and Ensure Maximum Learning): It's Use to Improve Attendance Rate of Grade V-Scorpio During Blended Learning

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December 2022

ABSTRACT

Both a leading indicator and a root cause of educational inequality is absenteeism. Research demonstrates the undeniable advantages of regular attendance at school as well as the substantial costs associated with absences, such as pupils' failure to read by third grade and high school dropout rates. While attendance is not a guarantee of learning, a student who skips class obviously cannot take advantage of the learning opportunity. To ensure pupils' learning opportunity and that our school will have a zero drop-out rate and a high attendance rate despite of the undergoing school building construction and pandemic, Project C.H.A.S.E. (Checking on pupils through Hybridize Approach to Secure attendance and Ensure maximum learning) was developed. To see to it that the intervention passed the standard, it underwent a thorough quality assurance process. During the pre-implementation phase, the teacher-researcher developed Project C.H.A.S.E. and went through a thorough series of evaluation by the school's master teachers and school head to make certain of its activity's quality. In the implementation phase, the teacher-researcher oriented Grade V-Scorpio's adviser about the intervention presented. This phase also included the monitoring of the attendance rate and the implementation of the activities under Project C.H.A.S.E. In the post-implementation phase, the teacher-researcher analyzed the data collected, wrote the progress reports, and generated conclusions. The results showed that there is a significant increase in the pre and post attendance rate of the respondents, from 63% to 88% respectively. The increase in the mastery level only implies that the use of Project C.H.A.S.E. as an intervention, is effective in improving the attendance rate of Grade V-Scorpio during blended learning.

The researcher advocates using Project C.H.A.S.E. as intervention to improve pupils' attendance since our school remains on blended learning because of the undergoing school building construction. This study is holistic since it maximizes learning by ensuring that students are present each and every school day. The researcher also recommends that this intervention be used by teachers and schools in SDO Navotas that are in blended learning and by researchers in the future.

Keywords: *absenteeism, improving attendance rate, intervention, secure attendance*

REFLECTION

Before doing this research, North Bay Boulevard Elementary School adopted the Continuous Improvement methodology as a tool for undertaking our school's improvement project entitled Camp B.A.W.I. (Beating Absenteeism With Intervention) since 2015. Because of the undergoing school building construction, our school remained in blended learning, so we focused on intensifying our fight for beating absenteeism of our pupils. It is most satisfying when all pupils are present every school day to ensure maximum learning. However, interventions under the Camp B.A.W.I. is not applicable in the way we teach now – especially during distance learning. In this regard, the teacher-researcher have crafted a project to overcome absenteeism and drop-out problems in blended learning, named Project C.H.A.S.E., a project that best suit the pandemic situation in the country, and the construction of our school building.

During the conduct of this study, the beginning of the implementation of the project was the hardest. The researcher had to evaluate the electronic attendance tracker used from time to time to make necessary changes that was applicable to blended learning. On the other hand, the easiest part of conducting this research was reaching out to parents in modern ways, really made easy with new applications in cellphones, and other gadgets to communicate.

After doing this research, the researcher realized that the school building construction and pandemic that we are experiencing at the same time right now taught us teachers to be more resilient and adaptable. It may be tiring to exert more than extra effort in this adversity, but the researcher has reflected that teachers' mandate is to break down barriers that hinder pupils from claiming their right to quality education for their bright future. We are responsible for providing our learners quality education, whether in traditional face-to-face classes, through online learning, or a combination of these delivery modes.

Boosting Learning Outcomes Through Project RACE (Reading and Arithmetic Competency Enhancement) of Grade 11 Students

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July 2023

ABSTRACT

The teachers observed that some students in Senior High School need help to understand the text read and a better conceptual understanding of the operations needed to solve problems in mathematics. Consequently, Project RACE (Reading, Arithmetic, Competency, and Enhancement) was designed to improve the numeracy and literacy skills of selected Grade 11 students through an enhancement class focusing on interactive activities. A quantitative descriptive design was used in the study, wherein thirty students labelled as struggling readers were chosen as the participants based on the result of the teacher-made validated pretest conducted. A pretest and post-test were used to check the validity and effectiveness of the intervention. The data collected from the respondents was gathered and analyzed using qualitative methods such as FGD and a survey. As a result, the conduct of Project RACE improved students' learning performance, as shown by the increased grades with an average mean of 6. It also helps students boost their self-esteem and develop the importance of basic skills in math and reading. It is an avenue for learners with difficulty improving to become more engaged and participative in the classroom. In addition, there is a simple difference of 13.27 between the pretest and post-test. Therefore, implementing the project allows students to improve and mend the gaps and losses in reading and computation skills and improve their literacy and numeracy performance across all learning areas. Thus, Project RACE is highly recommended to be utilized for the next school year to help students with literacy and numeracy difficulties. It is also recommended to be included in the Learning Resources (LR) to be used by future researchers as a basis for doing action research.

Keywords: *Project RACE, Reading and Arithmetic, Competency, Enhancement*

REFLECTION

Despite the situation, teacher-researchers continue to conduct the project with CCM. Being curious, wherein teacher-researchers are always eager to learn something for the benefit of the students. Being creative and designing innovations and interventions to help students develop their full potential and skills in making a difference, and being mindful of the learners' needs and performance to give the best help, CCM is the best foundation for creating a difference in learners' lives and in their professions.

No more learners are left behind through CCM, and action research will continue to flourish and be used by teacher-researchers to improve learners' performance not only in literacy and numeracy but across all learning areas. Through improved literacy and numeracy, learners can develop their full potential and skills; thus, they can make a difference and build their dreams.

Finally, action research is the solution to today's problem in the education system. Through action research and being an innovative teacher, problems in the classroom would be solved, and the DepEd's goal would be achieved.

Hands-On Science at Home (HOSH): Improving the Engagement of Selected Grade 8 Learners through Home-Based Experiments

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October 2022
Personal Fund

ABSTRACT

Provision of interesting and engaging activities in understanding Science lessons is significant in this time of new normal in education. This study aimed to answer the question, “How does utilization of home-based activities improve the level of engagement and mastery level in Science of Selected Grade 8 students?”.

Twenty (20) Grade Eight students were selected to participate in this study. They were given teacher-made survey test questions to assess the level of engagement they have towards home-based activities in Science. Pre-assessment on the topic Matter was also given to evaluate the mastery level of the learners. Home-based activities were then included in the conduct of Science lessons.

Findings revealed that only about 20 % of the respondents were engaged in learning Science concepts. After the implementation of the project thru the integration of home-based experiments, 90 % of the respondents gave a rating of 5 indicating a very good feeling, positive beliefs, and improved engagement towards learning Science concepts. The pre and post assessment test results also indicate an increase in the mastery level of the respondents. In the pre-test, the mean score of 9.90 with standard deviation of 3.51, and a mastery level of 49.50 showed that the mastery achievement level is “Average”. On the other hand, in the post-test, the mean score is 19.25 with standard deviation of 1.29, and a mastery level of 96.25 indicating that the mastery achievement level is “Mastered”.

With these, the utilization of home-based activities/ experiments is indeed an encouraging way to motivate students to learn and study Science, thus improving their level of engagement towards Science learning and increasing the mastery level of understanding key concepts in Matter. In relation to this, the researchers recommend that results of this study will be disseminated to other Science teachers through department LAC sessions to create strategic plans and activities that will engage more learners to Science learning through home-based experiments and may lead to learners from all levels experience the more engaging and fun learning at home.

Keywords: *Home-based activities, engagement, distance learning*

REFLECTION

With the staggering loss of quality instructional time and its unfavorable effects on learners' learning levels brought about by the Covid-19 pandemic, flexibility in subject matter delivery is needed to set priorities in support of catching up on missed learning. The conduct of home-based activities in Science is one way of ensuring that learning continues at home. The implementation of the project may not be perfect, but it caused the learners to be more engaged in learning Science concepts through simple experiments and enjoyed learning within the four walls of their “new classroom”.

Strengthening Positive Environment of Grade 6 Learners through the Implementation of Project LIVE (Learners Involvement on Valuing Everyone)

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June 2023

ABSTRACT

Empowerment arises when we uphold the significance of every individual. Through the lens of mutual respect, we can create a harmonious existence by valuing others' perspectives and our own. Aligned with the MATATAG Agenda of DepEd, specifically making the curriculum relevant to produce competent, job-ready, active, and responsible citizens, Project LIVE (Learners Involvement on Valuing Everyone) promotes a positive environment through socio-emotional learning activities that include reflective practices. These reflective practices include the use of flash emoji and a reflective writing journal. Every Friday, the researcher facilitated reflective journal writing. The participants were chosen from the consolidation of anecdotal records. The experiences of selected Grade 6 students in a creative, positive environment were recorded. Creating a map of their behavior through the reflective journal also helps them assess their own behaviors towards him/herself and others (Nickerson, 2023). During the post-implementation period, the teacher consolidated anecdotal records for each section. The data were analyzed based on the comparison of the anecdotal entries before and after the implementation. The focus group discussion that the subject teachers and participants facilitated validated the results. Also, one-on-one interviews with random participants were conducted to triangulate the data gathered. A qualitative method was used in this study. Ninety-eight percent of the participants said that their perspectives of themselves and others changed, as better view and how they treated others. Through the power of positivity in the classroom, we can foster a transformative learning space where students feel valued, empowered, and eager to embrace challenges as opportunities for growth."

Keywords: *positive environment, map, reflective, valuing*

REFLECTION

Returning from face-to-face classes has been a bigger leap for the students after three years of distance learning. Adjustments were made for the students to cope with the current situation. There were negative behaviors and reactions arise and were observed from the students compared to before pandemic classroom situation. These behaviors should be given attention and priority.

Promoting a positive environment in the classroom has been an incredibly rewarding journey. As an educator, I have witnessed firsthand the profound impact it has on my students' learning experiences and personal development. By fostering a culture of respect, empathy, and inclusivity, I have seen students flourish academically, collaborate more effectively, and develop a genuine sense of belonging with

Encouraging open communication and active listening has allowed my students to express themselves freely, fostering a sense of trust and mutual understanding. Creating a safe space for them to share their thoughts, ideas, and concerns has strengthened our classroom community, empowering each student to contribute confidently without fear of judgement.

As an educator, I am committed to continue this journey, knowing that by nurturing positivity, I am sowing the seeds for a brighter, more harmonious future for each student that passes through my classroom.



PROJECT 5Bs (Bawat Bata sa Bagumbayan Bumabasa at Bumibilang): To Enhance Literacy and Numeracy Competencies of Selected Grades 2 To 5 Learners

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July 2023
School MOOE and Personal Fund

ABSTRACT

This study was conducted to determine the efficacy of the literacy and numeracy program Project 5Bs: *Bawat Bata sa Bagumbayan ay Bumabasa at Bumibilang* in improving the literacy and numeracy proficiencies of grades 2 to 5 learners. In this study, this intervention was utilized to help learners improve their literacy and numeracy skills. The purpose of the study was to assist learners in improving their word reading, comprehension, and mathematical skills using the developed school-based competencies and instructional materials. A total of 296 learners from grades 2 to 5 took part in this study. They were those who fell under full refresher and needed major support levels after the CRLA and ANA (pre-assessment) were administered. It was followed by the utilization of intervention wherein another assessment was done during the period of implementation. At the end of the intervention period, a post-reading assessment was given to compare the results of the three assessments. The outcome of the study showed vast improvement in learners' performance in literacy and numeracy. This project made significant improvements through direct instruction and training to correct a learner's deficits.

Keywords: *enhance literacy and numeracy, innovation*

REFLECTION

Establishing specific goals and objectives, for the literacy and numeracy program is essential which will guide the implementation process and help measure the effectiveness of the program. Offering development opportunities to teachers and facilitators is crucial. This allows them to stay updated with the teaching methods and best practices improve their skills and ensure program quality. Involving stakeholders, such as teachers, parents, community members, and local organizations in the implementation of the program is important. Collaborative partnerships can provide additional resources, expertise, and opportunities for engagement. It is essential to maintain communication with all stakeholders involved in the program while actively involving parents and creating a learning environment within wider community engagement efforts. Implementing a monitoring and evaluation system is necessary to assess the progress and effectiveness of the program.

Collecting data on learners' performance, feedback from teachers and participants, and other relevant metrics helps identify areas for improvement and informs future decision-making processes. Being prepared to adapt and modify the program based on feedback received or changing needs is crucial. Flexibility allows for addressing challenges while ensuring that the program remains responsive to learners' evolving requirements. Planning for long-term sustainability should be considered from the stages of implementation. Recognizing and celebrating achievements made by learners along, with educators involved in the program should also be prioritized.



SDO Navotas Numerals: Addressing Learner's Numeracy Losses and Gaps and Strengthening Mathematical Literacy

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ABSTRACT

The global shift in education dynamics has emphasized the urgent need to address learners' numeracy losses and gaps. The initiatives of the SDO Navotas through project NumERALS - stands at the forefront of this mission, focusing on capacitating Mathematics teachers, developing resource materials, and enhancing problem-solving skills within the scope of fundamental operations and K-12 competencies. A mixed-method approach was employed, combining quantitative analyses of standardized test scores and qualitative case studies from public elementary and secondary schools. The study included a sample population of more than 24,000 students from Grade 1 to Grade 10 for the School Year 2022-2023. The assessment tools were designed to measure both fundamental numeracy skills and advanced mathematical literacy. The teachers involved in implementing this initiative were also interviewed to understand the strategies and challenges faced. The implementation of NumERALS revealed significant positive impacts on teachers' content knowledge, pedagogical strategies, and confidence. The findings underscore the initial gains or the potency of a focused initiative in strengthening mathematical literacy and addressing numeracy gaps. Through a combination of capacitating teachers, designing flexible learning resources, and encouraging real-world problem-solving, this initiative has shown promising results in advancing mathematical education.

Keywords: *NumERALS initiative, transformative education, teacher empowerment*

REFLECTION

The SDO Navotas NumERALS, offers a targeted response to the urgent challenges of numeracy losses and educational gaps in today's classrooms. Focused on empowering teachers, providing customized resources, and emphasizing real-world problem-solving, NumERALS has demonstrated transformative effects beyond mere mathematical improvement. It symbolizes a shift towards more inclusive and practical pedagogy, where teachers become

active architects of learning, and students benefit from resources tailored to diverse needs. This emphasis on critical thinking and problem-solving transcends mathematics, imparting skills vital for navigating our complex world. NumERALS is not merely an educational strategy but a potential global catalyst for change, extending its impact beyond classrooms into the broader educational policy. It represents a model of what contemporary education could be, reflecting principles adaptable across subjects and systems, and highlighting the importance of dynamic, multifaceted learning in today's ever-changing educational landscape.



Pagbabago at Pag-unlad: Ang epekto ng BASA-NAVOTEÑO sa Edukasyon sa Navotas

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Setyembre 2023

ABSTRAK

Ang pagbasa ay napakahalagang kasangkapan sa pagkatuto ng mga mag-aaral. Ito ay nagpapalawak ng kaalaman at nagpapalalim ng pang-unawa kaugnay sa talasalitaan, tekstong binasa, at pagpapaunlad ng mapanuring kaisipan. Samakatuwid, ang pagbasa ay nagpapaunlad sa katauhan ng isang tao, ngunit, paano ito maisasakatuparan kung may mga mag-aaral na nagkakaroon ng suliranin sa pagbasa. Ayon sa sarbey, hindi lahat ng mag-aaral ay nagtataglay ng kahusayan sa pagbasang may pag-unawa dahil sa iba't ibang mga salik na nakaapekto dito. Ang ganitong sitwasyon ay nakikita sa kanilang mga kakayahang pagganap sa loob ng klase o performans tulad ng mga pagsusulit at pasalitang pagganap. Kaya upang masolusyonan ang suliraning dulot ng kakulangan sa kahusayan sa pagbasa, ang “BASA-NAVOTEÑO: 4Ps Pamilya, Paaralan, at Pamayanan para sa Pagbasa” sa Sangay ng Navotas ay isinagawa at upang matukoy ang epekto ng programang ito, isang pananaliksik ang ginawa na. Ang pananaliksik ay sumasaklaw sa pagsusuri at pagtatasa ng mga datos mula sa mga guro, magulang, at mga *stakeholders* upang tukuyin ang mga suliraning kinakaharap sa pagtuturo at pag-unawa sa pagbasa. Ang mga interbensyong isinagawa ng mga guro ang pangunahing pamamaraan upang matasa ang pag-unlad ng kasanayan sa pagbasa at pag-unawa ng mga mag-aaral. Sa pamamagitan ng pagsusuri at pagtataya, nasukat ang epektibong pagpapabuti ng pag-unlad sa pagbasa ng mga mag-aaral. Matagumpay na natamo ng proyekto ang layunin nito. Napaunlad at natugunan ang mga pangangailangan at pag-unawa ng mga mag-aaral sa pagbasa. Sa huli, ang Basa Navoteño ay nagdulot ng makabuluhang epekto sa mga mag-aaral mula sa pidbak na isinagawa ng mga guro sa paraang *unstructured interview* sa mga piling mag-aaral na sumailalim sa programa, mga magulang, at mga tagapayong guro. Sa katunayan din mula sa ipinasang resulta ng nasabing *promotion rate*, 100 bahagdan sa bawat paraalan ay nagdeklara ng 100% *promotion* isang patunay na lahat ng mag-aaral ay nakababasa at nakauunawa

sapagkat naging matagumpay ang performans sa klase. Sa huli, ang Basa Navoteno ay isang epektibong programa upang masolusyonan ang suliraning sa pagbasa mula antas elementarya at sekundarya. Inirerekomenda ng pananaliksik na ito na magsagawa ng kwalitatibong deskriptibong disenyo sa pag-aaral para sa mas malalim na baliditi ng nasabing proyekto.

Mga Susing Salita: Pagbabago, Pag-unlad, Pagbasa

REPLEKSYON

Ang pagsasagawa ng proyektong Basa-Navoteño: 4Ps Pamilya, Paaralan at Pamayanan para sa Pagbasa” ay nagdulot ng malalim na pag-unawa tungkol sa kahalagahan ng pagbasa sa pag-unlad ng mga mag-aaral. Bilang isang superbisor, iminulat sa akin ng programang ito ang kahalagahan ng pagiging inobatibo at pagtutulungan ng paaralan, pamilya, at kumunidad upang matugunan ang kinakaharap na suliranin ng bawat mag-aaral na may suliranin sa pagbasa. Binuksan din ng pag-aaral na ito ang mga mata sa mga suliraning kinakaharap ng mga guro at magulang sa pagtuturo at pagtulong sa mga mag-aaral na mahalín ang pagbasa bilang pundasyon ng pagkatuto. Samakatuwid, nagbigay-daan ito sa akin upang higit na itaguyod ang mga programang may kinalaman sa pagbasa para mas lalong mapataas ang antas ng pagkatuto at mapalalim ang pag-unawa ng mga mag-aaral lalo’t higit na malunasan ang mga suliranin sa mga kabataan na mas mababa ang lebel ng pagbasa sa antas na kanilang kinabibilangan.

Sa huli, ang pagsagawa ng pananaliksik na ito ay tugon sa suliraning kinakaharap ng edukasyon kaya nararapat na itaguyod at lalong linangin higit lalo sa larangan ng pagpapataas sa antas ng literasi at numerasi. Mahirap man ang dinaanang proseso sa pagsagawa ng pananaliksik na ito ngunit isang di-matatawarang karanasan ang impak nito na magiging daan upang higit pang pag-ibayuhin ang pagtuklas sa epektibong paraan ng pagpapabasa at pagbibigay suporta sa mga guro na siyang tagapagsagawa ng nasabing programa. Sa patuloy na pagsasagawa ng pananaliksik kaugnay sa pagbasa, lahat ng batang Navoteño ay makakabasa nang may pang-unawa.

Paglinang ng Komprehensyon ng mga Mag-aaral ng Baitang 7 Gamit ang mga Estratehiyang DR-TA at Re-Quest sa Pagbasa

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Disyembre 2022

ABSTRAK

Gumamit ng *purposive* eksperimental na pamamaraan ang pag-aaral na ito upang matukoy ang pagiging epektibo ng mga estratehiyang ginamit sa pagbasa. Ang layunin ng pananaliksik na ito ay upang malaman ang angkop na estratehiya para mapataas ang komprehensyon ng mga mag-aaral ng Baitang 7 ng Moonwalk National High School. Ang mga datos ay kinalap, inorganisa, hinanay at pinag-aralan upang malaman ang angkop na estratehiyang gagamitin sa Pagbasa,

Sa pag-aaral na ito, binigyan ng *Group Screening Test* (GST) ang lahat ng mga mag-aaral sa Ikapitong Baitang gamit ang *Phil-IRI material*. Ginamit din ang *Phil-IRI material* sa pagsasagawa ng *Pre-Test* at *Post-Test* sa animnapung (60) piling mga mag-aaral sa Ikapitong Baitang na nasa lebel pampagkatuto at pagkabigo batay sa resulta ng GST. Ang mga mananaliksik ay personal ding pumunta sa mga gurong kasangkot sa pag-aaral para ipasagot ang inihandang talatanungan. Ang mga datos na nakuha ay isinulat sa talahanayan, sinuri at binigyang- kahulugan. Gumamit ang mga mananaliksik ng *two-tailed t-test* sa resulta ng *Pre-Test* at *Post-Test* upang mapaghambing ang pagkakaiba ng paggamit ng mga estratehiyang *ReQuest* at DR-TA sa pagtuturo ng pagbasa. Ang mga mananaliksik ay gumamit din ng *frequency distribution, percentage* at *weighted mean*.

Batay sa resulta ng *Pre-Test* at *Post-Test*, natuklasan na mas epektibong gamitin ang estratehiyang *Directed Reading-Thinking Activity* (DR-TA) o Pinatnubayang Pagbasa-Pag-iisip sa pagtuturo ng pagbasa. Sa estratehiyang ito, ang mga mag-aaral ay aktibong makikilahok sa talakayan sa tulong ng mga tanong na nasa mataas na lebel na pag-iisip upang lalong mahasa ang kanilang kakayahan sa pag-unawa sa pagbasa. Kaya naman, iminumungkahi na mainam na gamitin ang estratehiyang DR-TA sa *Reading Class* ngayong Taong Panuruan 2022-2023.

Mga Susing Salita: *ReQuest, DR-TA, experimental, comprehension level*

REPLEKSYON

Malaking hamon para sa mga mananaliksik ang pagsasagawa ng Aksyon Riserts na ito. Ang proseso ng pananaliksik ay nakatulong upang maintindihan ang tunay na nangyayari sa loob ng klasrum at upang matulungan ang mga mag-aaral na malinang ang kanilang komprehensyon o maunawaan ang kanilang binabasa. Batay sa resulta ng pananaliksik, magkakaroon ng sariling estratehiya na gagamitin bilang interbensyon upang mapataas ang reading level ng mga mag-aaral. Makikita ang kabisaan ng resulta ng pananaliksik na ito sa implementasyon ng paggamit ng estratehiyang DR-TA sa Pagbasa sa mga mag-aaral ng Reading Class. Inaasahan ng mga mananaliksik ang suporta mula sa mga gurong gagamit ng estratehiyang ito at higit sa lahat sa mga magulang na tutulong sa pagsasakatuparan ng programang ito upang matamo ang layuning mapataas ang lebel ng pag-unawa ng mga mag-aaral.

Quipper Video Lessons: Improving Math and Science Skills of Selected Grade VI Students

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November 2022

ABSTRACT

The Department of Education aims to provide public schools with appropriate technologies that would help students and teachers meet the challenges of the 21st century by enhancing the teaching-learning process. With this, DepEd Parañaque entered a partnership with Quipper Philippines to strengthen its educational process.

The study was designed to improve the Math and Science skills of selected Grade 10 students in San Antonio National High School Parañaque through the use of the available video lessons in Quipper School. The study sought to answer the following questions: 1) What are the pre-test scores of the students before using Quipper School? 2) What are the post test scores of the students after using Quipper School? 3) Is there a significant difference between the pre-test and post test scores of the students before and after using Quipper School? 4) Do Quipper video lessons improve the Math and Science skills of the students?

Using purposive sampling technique, a total of thirty (30) Grade 10 students were selected and served as the participants of the study. Moreover, the researchers created a test questionnaire. The test questionnaire was given to the students for pre-test and post -test. The test questionnaire was validated by different experts in their respective fields.

The result revealed that there is a significant improvement of the students before and after using the Quipper School. Thus, the video lessons available in Quipper School were effective in improving Math and Science skills of Grade 10 students in San Antonio National High School Parañaque.

Based on the result of this study, Quipper video lessons is very useful in such a way that it can help the students improve their academics. Then, it can also help the government, since it is allotting budget for this project, by providing information that this learning management system greatly help the student in their studies.

Keywords: *Quipper School, Video Lessons, Paired t-test, San Antonio National High School Parañaque*

REFLECTION

Conducting action research was very challenging. It was a process for improving educational practice. This study conducted regarding the utilization of video lessons available in Quipper School to improve the Math and Science skills of the Grade 10 students is very helpful. The researchers learned a lot during the conduct of this study. Doing research is very thought-provoking, time consuming, and exciting. The researchers needed to collaborate and check one another during the progress of the study. They usually monitor every step that they were doing during the conduct of this study. Despite the busy teaching loads and different schedules of the researchers, they continuously provided assistance, not only to

themselves, but also to the students as they can see their needs in both Math and Science.

This study indeed was a success because of the dedication given by the researchers. The researchers focused on their objective which is to help the students improve their Math and Science skills. Since they saw this as a concern that needs to be addressed, they used the Quipper School in helping these students. They had a clear vision of the processes they need to undergo for the success of this study. In addition, setting their objectives guides the researchers in making this study a success. They observed and analyzed the situation, and these situations give them learnings and realizations as they went through the processes of this study.



The Creative Online Interactive Video Lessons to Improve the Multiplication Skills of Grade Two Pupils

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ABSTRACT

The COVID-19 has brought about changes to the education system that impact teachers in multiple ways. Furthermore, “Education cannot wait”, says Department of Education (DepEd) Secretary Leonor Briones. The pandemic has changed the whole dynamics of education. With the capabilities of digital videos, students should no longer be expected to learn mathematical concepts and processes only by sitting and listening to long explanations inside the classroom. They can be more actively involved in constructing their knowledge with the aid of digital video as they explore the amazing world of mathematics. It’s a challenge for Filipino teachers and students to learn Mathematics, as well as a barrier to improving students’ numeracy skills, particularly in multiplication. In school year 2021-2022, Sun Valley Elementary School, there were non-numerate learners in grade 2 based on the Amplified Numeracy Assessment. This study utilized the descriptive method that employs gathering, analyzing, classifying and tabulating data by utilizing Amplified Numeracy Assessment questionnaire. Based on the findings, the following conclusions were drawn: (1) the pupils’ multiplication skills level are very low to average before the implementation of Interactive Video Lessons;(2)the results shows that most of the Grade 2- Aujero pupils’ multiplication skills were improved after the implementation of Interactive Video Lessons; (3)the results shows that the multiplication level of Interactive Video Lessons of Grade 2-Aujero pupils has a correlation of .116 and a significance of .004, indicating that there is a significant difference between the multiplication skills of the pupils before and after the Implementation of Interactive Video Lessons, particularly in the case of the Grade 2-Aujero pupils. This study makes the following recommendations: (1) teachers should be aware of their students’ numeracy skills; (2) teachers must implement action plan to help the students improve their multiplication skills; (3) the use of Interactive Video Lessons

in the classroom should implement to improve the students' multiplication level.

Mga Susing Salita: Numeracy, Interactive Video Lessons, Nearpod

REFLECTION

Passion for Education: This project reaffirmed my passion for education and the impact it can have on young learners. It was motivating to work towards enhancing the multiplication skills of grade two pupils, a fundamental aspect of their mathematical foundation. Developing creative online interactive video lessons pushed me to think outside the box. Crafting engaging and visually appealing content required innovation and creativity, which I found both challenging and rewarding. Embracing technology in education was a significant part of this research. It made me realize the potential of digital tools to facilitate learning and engage young students. Collecting and analyzing data was a crucial aspect. It reinforced the importance of data-driven decision-making in education. The data provided valuable feedback on the effectiveness of the lessons and allowed for adjustments and improvements. Seeing grade two pupils actively engage with the online lessons was a gratifying experience. This research significantly contributed to my professional growth. It expanded my skill set, from content creation and data analysis to project management and communication. In conclusion, conducting action research on improving multiplication skills through creative online interactive video lessons has been a transformative experience. It deepened my appreciation for education, fostered innovation, and enhanced my understanding of effective pedagogy. The journey was filled with challenges, but the satisfaction of witnessing the positive impact on young learners made it an incredibly fulfilling endeavor. This project has not only benefited the pupils but has also left a lasting impact on my professional growth and commitment to educational improvement.

Improving the Science Skills Concept Mastery of Grade 9 Learners Using SCIWIS

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ABSTRACT

This study aimed to improve science skills concept mastery of grade 9 learners using SCIWIS at Sun Valley National High School. The participants of this study were chosen using stratified random sampling. This study is descriptive research with an experimental approach. The respondents of this study were one hundred fifty-six (156) out of two hundred fifty-seven (257) grade 9 learners of Sun Valley National High School, Parañaque City. The respondents were selected regardless of their age, gender, and section. The findings of the study revealed that the use of SCIWIS significantly enhances the learner's science skills concept mastery in Earth science. Furthermore, a noticeable difference was observed between the learners' science skills concept mastery before and after the application of SCIWIS. In conclusion, the use of SCIWIS helps to improve learner's science skills concept mastery. Therefore, students are encouraged to use Science Workable Instruction System (SCIWIS) as a learning tool in their self-paced, asynchronous learning mode.

Keywords: *Science Workable Instruction System (SCIWIS), Science achievement*

REFLECTION

Aristotle's timeless adage, "Patience is bitter but the fruit is sweet," serves as a poignant reminder that perseverance and diligence are the cornerstones of success. Undertaking an action research study is a formidable task that demands substantial investments of time, resources, and effort. The researcher acknowledges the necessity of embracing innovative teaching methods and materials tailored to the diverse learning needs of students. The COVID-19 pandemic has accelerated the adoption of new educational paradigms, underscoring the critical role of technology in teaching and learning. The action research conducted in this study represents a modest yet significant step toward enhancing student learning outcomes. Gratitude is extended to the participating students whose invaluable insights and feedback greatly contributed to the research's success. Their input highlighted the need for improvements in the mobile learning application, including enhancements to image and text resolution, app design, and the integration of more engaging and navigable features. Furthermore, this research underscores the paramount importance of collaboration and teamwork in the collective pursuit of educational improvement. With the right team and a shared vision, every idea has the potential to yield positive outcomes for the benefit of students, educators, and the institution. In the spirit of promoting quality education, the researcher upholds the principle of "MATATAG," signifying resilience and strength in this endeavor.

Using Project VESC (Vocabulary Enhancement Strategies and Comprehension) to Enhance the Vocabulary Size of Senior High School Students

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July 2023

ABSTRACT

A learning gap has emerged across nations as a result of the COVID-19 pandemic's onslaught. Because there were no physical classes, students had few opportunities to engage with their peers and teachers. This makes it difficult for them to learn and comprehend new words, a skill that is mostly required for passing standardized tests. This experimental research aimed to study the efficacy of using Project VESC (Vocabulary Enhancement Strategies and Comprehension), an intervention that aimed to increase the vocabulary size of students through a series of vocabulary games and activities integrated into the lessons. The performance of the two groups was examined using inferential analysis, specifically the z-test: paired two sample means and t-test of equal variance, as well as their academic performance or grades from the two grading periods, using a paper and pen vocabulary pre/post-test based on the Nation's vocabulary test.

The results of the study found that there is a significant difference in scores between the experimental and control groups in the vocabulary post-test. The experimental group's students significantly outperformed the control group in terms of performance. If SHS students were to get this intervention, it might be conceivable, given the findings from the study, to increase the size of their vocabulary. It is recommended that vocabulary games and exercises in all subject areas, not only language studies, must be incorporated.

Keywords: *vocabulary size, vocabulary games and activities, vocabulary level*

REFLECTION

One of the projects of the school for the Learning Continuity and Recovery Plan (LCRP) is Project VESC. This intervention program has aimed to enhance students' vocabulary size by engaging them in a series of vocabulary games and activities that are embedded and integrated with the chosen subjects. The pre-implementation stage was challenging for the teachers since it involved extra tasks and preparations. When teacher-researchers started to use the intervention program, they expressed amazement at the reactions of students each day they had Project VESC in class. The collection of needed data was not an issue for them because the tools were already provided. This intervention program has exceeded expectations on whether students would appreciate the project knowing that the primary aim is to enhance their vocabulary size and skills. After the initial study, the researcher would look forward to implementing Project VESC at the Junior High School level.

Enrichment of the Learning Competence and Proficiency Level of Grade 8 Learners in Edukasyon sa Pagpapakatao through the Integration of 555 in the Classroom (5 Words using 5 Processes in 5 Minutes)

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July 2023

ABSTRACT

The academic performance of the learners was driven by the level of comprehension of the subject matter. One factor that affects the level of comprehension is the medium of instruction used in the delivery of learning. In Pasay City National Science High School, many learners were having difficulties understanding the Filipino language which hindered their accomplishment in *Edukasyon sa Pagpapakatao* (ESP). This challenge posed a major setback for the subjects using Filipino as a medium of instruction. This study aimed to address the gaps in ESP through the integration of 555 in the Classroom (5 Words using 5 Processes in 5 Minutes) during classes that will improve the Filipino vocabulary of the learners. It utilized a descriptive research method and chose participants through purposive sampling. Moreover, it analyzed the data based on the periodic learning outcomes using simple mean and T-test. The study found that poor Filipino vocabulary had contributed to the poor performance of the learners in the periodic test. However, after the tool was implemented, it was highly evident that there was a significant difference in the competence and proficiency level of the learners during the two semesters. Consequently, the test scores in ESP soared during the third and fourth quarters. Considering the results, the study recommended that innovative ways of enhancing Filipino vocabulary be assimilated during the class sessions in ESP. Furthermore, it should be rolled out to other grade levels in ESP and be adapted by other subjects that use Filipino as the medium of instruction.

Keywords: *ESP, Filipino, innovation, learners*

REFLECTION

The study made the researchers realize that most Filipino learners were estranged from most Filipino words. Thus, there is always a need to reinforce the teaching strategy even if the subject is taught in the Filipino language. During the course of the study, the researchers found that the tool not only improved the vocabulary of the learners but also induced fun while doing the activities.

Furthermore, the researchers understood that the study brought positive learning outcomes as well as built the nationalistic character of the participants. The experience of conducting research encouraged the researchers to continuously engage in the culture of research in the future to achieve and sustain the MATATAG agenda.

Improving the Reading Comprehension of Public Secondary Learners through Project G.L.E.E (Get Learners Engaged and Elevated)

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October 2022

BERF

ABSTRACT

One of the most important outcomes and manifestations of education is to produce learners who can read and comprehend the texts being read. Alarmingly, low reading proficiency is one of the most pressing education concerns in the country today. As evidenced by PISA 2018, students who scored low in reading comprehension mostly come from low-income backgrounds where family and school environments do not motivate growth mindsets. Thus, motivating learners to develop a habit of reading on a regular basis can help in improving their reading comprehension abilities. This study aimed to determine the effectiveness of Project GLEE (Get Learners Engaged and Elevated), a reading intervention program intended to increase the comprehension levels of learners at frustration. Employing a Quasi-experimental Design, the researchers purposively selected 60 Grade 10 students currently enrolled in the School Year 2022-2023. Moreover, they were all classified under frustration level after the administration of the Philippine Informal Reading Inventory Group Screening Test (Phil-IRI GST). Since the scores were revealed to have deviated from a normal distribution [$p=0.01134$ (pre-test); $p=0.02471$ (post-test)], the researched used the Wilcoxon Signed Rank Test to calculate the significant difference between the learner's pre- and post-test scores. Findings revealed that the intervention program made an impact on the learners' reading comprehension scores. For the 60 learners, there was 95% ($p<0.05$) certainty of a statistically significant difference between their pre-test and post-test reading comprehension scores ($V=78.5$; $p= 0.000000004108$). Meanwhile, despite the considerable impact the intervention had in terms of the learners' reading comprehension scores, the majority (75%) of them were still at a frustration level. Consequently, sustained implementation of the program within the grade level; adoption to lower grade levels, and employment of control and experimental groups were put forward.

Keywords: *reading comprehension; Grade 10; intervention program*

REFLECTION

It can be inferred that the intervention bore a positive effect on the reading comprehension of the learners. Despite the limited time of implementation of the program, there was still a significant difference in the pre- and post-test scores of the participants, with several of them achieving one to two-level increases in their reading comprehension. Although there were some outliers, the continued implementation of the intervention may improve the reading comprehension levels of those who remained in the frustration level.

Hyflex and Face-to-Face Learning Model to Enhance Students' Performance in Science: A Comparative Analysis

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June 2023

ABSTRACT

The main purpose of this action research is to determine the students' performance before and after exposure to HyFlex learning model. This action research employed quantitative methods of research. It utilized a pretest – posttest single group experimental design to determine the effect of HyFlex learning model in students' performance in General Chemistry 2 during the second semester in selected students of Grade 12 under the teacher – researcher class. The purposive sampling technique was utilized by the researcher because the study was intended to STEM students who were attending their Work Immersion class in different agencies and offices. The data revealed that there is no significant difference between the pre-test and post-test of the students exposed to HyFlex learning model. The study also revealed that there is no significant difference between the mean of students exposed to HyFlex learning model and face-to-face learning model. But in terms of weighted mean students who were exposed to HyFlex learning model have higher weighted mean compared to those who were exposed to face-to-face learning model.

Keywords: *chemistry, hyflex, learners, model*

REFLECTION

As a researcher I have realized that students could also learn with the same or better performance if they are exposed to HyFlex learning model. If the teacher would only be exerting effort to make video lessons this would help the students to learn on their own pace while they are away and attending to their Work Immersion classes. Indeed, this learning method can be utilized to other subject areas especially to those students who were attending their work immersion classes. Via this leaning method, students learn on their own convenience at their own pace.

Project MIND: Enriching Learners' Mathematics Achievement

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November 2022

ABSTRACT

Project MIND (Mathematics Interactive and Newly Developed instructional materials) is an intervention that provides online supplemental activities for learners with difficulty in learning Mathematics. The main objective of this study is to improve the academic performance of learners in Math in the new normal. The action research aimed to enhance the performance of Grade 9 students in Mathematics in Pasay City West High School using Interactive PowerPoint presentations. Specifically, the action research sought to answer the following: 1) What is the level of performance of Grade 9 students before the implementation of Project MIND? 2) Is there a significant difference between the performance of the students before and after the intervention? The study was conducted for one quarter from August 22 – September 30, 2022 (First Quarter) with 20 learners as the target subjects. This study employed a quantitative descriptive method of study in which one group is exposed to a treatment or condition and measured afterwards to see if there were any effects. The selected students were given enhancement activities once a week as follow – up exercises of the discussed topics. There was no control group for comparison. In this case, the teacher - researcher used interactive instructional materials for her class and saw the effects on the learnings of students which were manifested in the pre-test and post-test results. The findings showed that the use of interactive PowerPoint presentations enhanced the performance of Grade 9 students in Mathematics. There was an increase of 28.5 in the computed means between the pre-test and post-test results. Using the t-test of the difference between means of correlated data, the t-test computed value of 22.66 was more than the critical value of 2.093 at 0.05 level of significance with 19 degrees of freedom. In conclusion, Interactive PowerPoint presentations enhanced mastery learning and comprehension of Grade 9 students that led to enriching learner's achievement based on the pre-test and post-test results. There was a significant difference between the means of pre-test and post-test using t-test as the statistical treatment. In addition, the enhancement activities stimulated, motivated and sustained learner's interest. Furthermore, the use of interactive PowerPoint presentations improved the teaching strategy in Mathematics. As to the recommendations, teachers should be encouraged and motivated to use interactive PowerPoint presentations to enrich learners' performance in Mathematics. Moreover, interactive PowerPoint presentations should not only be used in teaching Mathematics but also with other subjects. The school head should encourage and support the generation and use of these intervention tools especially in this time of pandemic.

Keywords: *enrichment, learners, mathematics, pandemic*

REFLECTION

Every teacher wants their students to succeed in their classrooms by learning, shining, and excelling. Every teacher believes that the achievement of his/her method of imparting knowledge to his/her students reflects the success of his method of transferring knowledge to them. To ensure that every learner can learn, many tactics are employed.

To make the teaching-learning process in Mathematics engaging, enjoyable, and exciting, interactive PowerPoint presentations were used in this study. At first, it was difficult work for me since I had to prepare these intervention tools in teaching math, but I was determined to present and teach math topics in such a way that learners develop the mindset that "MATH IS FUN." Even though it took a lot of time and effort, I was able to develop interactive PowerPoint presentations for the learners. My skepticism of the project never left me. Because students/participants may or may not use the supplied activities, my heart and mind were filled with doubts about its effectiveness. The efficacy of its application was based on the learner's honesty. The only proof that they were utilizing the online activities religiously was asking them to take pictures and submit them to me. Seeing my students use and enjoy these supplemental activities let me know that all my efforts were not in vain and were rewarded with participation and gratitude. Nevertheless, it makes me happy to watch my students having a good time and smiling while completing their own tasks.



Enhancing the Mastery Level in Four Fundamental Operation Through Project ULAN Intervention of the Selected Grade 4 Learners in MES for SY 2022-2023

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July 2023

ABSTRACT

In line with the Learning Continuity and Recovery Plan (LCRP) of the school, Maricaban Elementary School continuously adheres on the improvement of the numeracy skills of the learners. Consequently, the Grade Four Teachers developed a program to enhance the students' numeracy abilities. A numeracy program intervention called Project ULAN (Upskilling Learners Ability in Numeracy) seeks to enhance the numeracy abilities of Grade Four students, particularly in the four fundamental operations.

This study examined the significance of Project ULAN in helping Grade 4 students who had low mastery levels in four fundamental operations. The participants of the study were 54 Low Mastery Learners in Grade 4. Currently, the identified Low Mastery Level learners need major support to improve their numeracy skills. They were identified during the administration of the Test for Mastery Level in four fundamental operations.

The researcher concluded that the outcomes of the respondents' pre-test and post-test varied. The pretest mean mastery level of the chosen learners was 1.07, which indicates a low knowledge level. On the other hand, the post-test mean mastery

level of the chosen students was 3.77, which indicates a high competence level.

The mastery level score has increased by 2.68 between the pre- and post-tests. In terms of statistics, the learners' pre-test and post-test results differ significantly. According to the findings, Project ULAN's assistance helped the students' ability to do fundamental mathematical operations. With respect to this, Project ULAN Intervention should continue and expand the program to other grade levels with equivalent needs.

Keywords: *mastery, numeracy, operations*

REFLECTION

Our reflection on the steps taken and the results of an action research study on the effectiveness of Project ULAN in improving students' mastery of the Four Fundamental Operations are:

Understanding the Context. At the outset of this action research study, I recognized the importance of addressing the challenges faced in mastering the Four Fundamental Operations. The context in which this study took place was characterized by a diverse group of learners with varying levels of mathematical proficiency.

The Research Journey. The journey through this research was both enlightening and rewarding. It involved various stages, from the initial assessment of baseline mastery to the implementation of the remediation program and the continuous monitoring of progress.

Key Findings. One of the most striking findings was the significant impact that targeted remediation could have on students' mathematical abilities. As we tailored our approach to address individual learning gaps, we witnessed substantial improvements in students' understanding of addition, subtraction, multiplication, and division. This highlighted the effectiveness of personalized instruction. Another noteworthy discovery was the pivotal role of parental involvement. The support and collaboration of parents in the learning process played a crucial part in our students' success. Regular communication with parents helped foster a holistic learning environment.

Challenges Faced during the research process, we did encounter some challenges. Adapting the remediation program to cater to individual student needs required considerable effort and resources. It was a complex task that demanded continuous assessment and adjustment. Additionally, the varying levels of engagement among students posed a challenge in ensuring consistent progress.

In conclusion, this action research study on improving students' mastery of the Four Fundamental Operations through Project ULAN was a valuable learning experience. It provided insights into effective teaching strategies, the importance of personalized instruction, and the need for ongoing assessment and adjustment in education. Moving forward, we are committed to applying these lessons to continually enhance the learning experiences of my students and contribute to their academic success.

Educational Challenges, Best Practices, and Opportunities in the Post-Pandemic Learning Transformation: Basis For Refining the School Learning Continuity Plan

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ABSTRACT

A conducive and transformative learning environment has become a prominent concern since most teachers and students are faced with sudden and abrupt educational changes during the post-pandemic learning. This paper aimed to determine the challenges encountered, best practices, strategies employed, and learning opportunities during the implementation of blended and face-to-face learning in secondary schools in Pasig. It utilized a mixed method, descriptive design for quantitative data through a survey questionnaire and a descriptive approach for qualitative data through a structured interview with a sample of 140 randomly chosen High School administrators and teachers. The statistical analysis used was weighted mean and thematic coding. The findings of this study revealed multifaceted educational transformation challenges in terms of stakeholder readiness, (e.g. new roles and added responsibility), parental involvement and community partnership, (e.g. communicating openly, getting support, dialogues, and training), technological preparedness (e.g. slow and unstable internet connection), learning environmental needs and support (e.g. increased workloads, mental health, lack of space, learning gap and losses), and teaching design, delivery and assessment (e.g. large class size, curriculum modification and preparation and assessment of learners progress and needs). It recommended that stakeholders should take greater responsibility and devise workable actions towards educational transformation, improvement of educational practices and, strengthening education as a common good to help secondary schools in designing a refined, sustainable and contextualized learning continuity plan in times of unprecedented crisis.

Keywords: *Educational Challenges, Best Practices, Learning Opportunities, Post-Pandemic Learning Transformation, Learning Continuity Plan*

REFLECTION

The study highlights pressing problems and the need for enhanced collaboration among school stakeholders, leaders, and school partners. Teachers should maximize digital resources, foster innovation, and conduct research for successful learning in both blended and face-to-face settings. Furthermore, there's an emphasis on adapting the curriculum and implementing innovative instructional strategies to meet diverse student learning needs. Local governments are encouraged to improve learning facilities and enhance internet connectivity. They should work with school leaders and administrators to refine crisis plans to adapt to changing educational landscape.

This research provides crucial reminder of the persistent endeavors necessary to enrich the educational journey within a swiftly evolving global landscape such as effective communication, support systems, and training programs. It necessitates shared accountability and tangible measures to establish a polished, enduring, and contextually suitable plan for uninterrupted learning, particularly in times of educational emergencies. Education unquestionably stands as a shared asset, demanding ongoing adjustments and enhancements to cater to the ever-changing requirements of both students and society.



Perceived Challenges of Grade 11 Students Shifting Academic Strands in Five Schools Division Office

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ABSTRACT

The act of shifting track from one academic program to another entails challenges both on the part of the Senior High School Students and school they transfer. It is for this reason that the research was conducted. This descriptive study was conducted to develop outputs on the existing policy of the Department of Education on shifting track in the areas on subject offering based on the curriculum, official schedule of classes, and mode of delivery of instruction on five Schools Division Office (SDO). The developed questionnaire emerged during the focus group discussions conducted on grade 11 students who shifted track. Using the validated instrument, 20 SHS students from each identified SDOs were surveyed on their challenges when shifting to another track. Statistics revealed that the following are the challenges of SHS Students who shift to another track. For challenges on subject offering based on the curriculum-need for gadget, official schedule of classes-time is too short for big classes, and for mode of delivery of instruction-lack of personal materials. Inputs on the challenges of SHS students who shifted track to the existing policy on shifting track emerged. It is recommended that a careful review and revision on the policy on shifting track in the areas on subject offering based on the curriculum, official schedule of classes, and for mode of delivery of instruction.

Keywords: challenges, shifting track, curriculum, mode of delivery, official schedule of classes

REFLECTION

Looking into the Senior High School educational setting, the journey of students changing tracks due to gaps in subject offerings as indicated by Statistics has revealed a wall-hanging issues. These difficulties, which are closely integrated into the educational landscape, deserve attention and careful analysis.

To begin with, the demand for devices arises as a significant impediment. The need for access to technology is obvious in our digital age. Financially unstable students who change tracks are frequently ill-equipped to engage with the content in a meaningful way. Bridging the digital divide is a significant topic since it directly affects their ability to stay up with their peers.

In terms of official class schedule. It frequently falls short of accommodating larger courses, especially when students from different track meet. The valuable commodity of time becomes a constraining aspect, impeding the quality of the delivery of instruction and ability of the teachers to successfully fulfil the different requirements of their students.

Finally, the manner on the delivery of instruction presents its own set of hindrances. Shifting students may lack the necessary personal materials and resources for their new chosen track. The absence of basics learning resources, can be a substantial obstacle to the attainment of their goal.

Given these issues, the existing policy on track shifting needs to be reevaluated and adjusted. Education officials must prioritize fairness by tackling the digital gap, streamlining class scheduling, and ensuring that students have access to the materials required for their selected tracks. These reforms will not only improve the educational experience of new students but will also build a more inclusive and supportive learning environment.



Skills and Personality as Predictors for Employability Using Structural Equation Modeling (SEM) Among Grade 12 TVL Students

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BERF

ABSTRACT

Employability skills and personality traits are essential factors on individual's professional success. The purpose of this study is to better understand the relationship of personality and the skills needed by senior high school TVL students who opted to work after graduation. This study used quantitative approach. Likewise, it sought to predict the employability using Structural Equation Modelling (SEM) among Grade 12 TVL Students. This study utilized a purposive selection of one hundred twenty-four respondents (n=124). Employability Skills Questionnaire (ESQ) for Senior High School and Big Five Inventory were used in this study as instrument. Using JASP application, Pearson-r was used in determining the significant relationships between the perceived employability and personality of the respondents. In addition, Structural Equation Modelling (SEM) was used in predicting the employability of the respondents based on their employability skills and personality indices through a path diagram. It appeared that they have low or weak correlation, but the p-value is less than 0.05 which is statistically significant. This suggests that it can be 95% confident that the true correlation between employability

skills and personality lies between these two values. It means that the null hypothesis (H₀) must be rejected. However, relationships within subscales on employability skills and Big Five inventory have strong relationships and strong significance. Labor employment seminars should be conducted to orient the students. Exposure to different job expos to make themselves familiar with different job opportunities and engage in more personality development seminars and workshops related to work attitude.

Keywords: *employability, skills, personality traits, Structural Equation Modelling, Grade 12 TVL, students, correlational study, Holy Spirit National High School*

REFLECTION

Employability skills and personality traits are critical in shaping an individual's professional success, particularly for senior high school students entering the workforce. One key takeaway from this study is the statistical significance of the correlation between employability skills and personality, despite it being described as "low or weak." These finding challenges preconceived notions and emphasizes that even subtle connections between these variables can have a substantial impact on employability. Furthermore, the study's focus on specific subcategories within employability skills and the Big Five Inventory highlights that certain aspects of these traits and skills may have a more significant influence on employability. This nuanced approach adds depth to our understanding of the dynamics at play. The practical recommendations presented in the abstract are valuable for educators and policymakers. Labor employment seminars, exposure to job expos, and personality development workshops can provide students with essential tools to enhance their employability. This insight reminds us that education should extend beyond academic knowledge and include holistic preparation for the job market. It encourages us to rethink how we prepare the next generation for the workforce, acknowledging the significance of both technical skills and personal attributes in achieving professional success.

Using ChatBot as a Digital Assessment Tool to Improve the Academic Performance of Grade 12 Students in General Chemistry

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ABSTRACT

The Corona Virus pandemic brought unexpected changes in the academe all over the world. There was a major shift on how education will be delivered. To ensure the improvement of the students' academic performance of Grade Twelve Science Technology Engineering and Mathematics students who were at risk of failing General Chemistry, a chatbot digital assessment tool was developed and used based on the content of the Self Learning Module and Learning Activity Sheet provided by the Department of Education in accordance with the Most Essential Learning Competencies. The study utilized the quasi-experimental one group design. Purposive sampling was used to determine the respondents of the study. Summative Tests were used as an indicator of the performance of the students. The findings revealed significant increase in the scores of the students before and after using a chatbot as digital assessment tool. T-test revealed that there is a significant effect on the performance of the students on the use of chatbot as a digital assessment tool in the summative test. The use of chatbot was suggested to be used as an alternative assessment tool and to further practice in schools. It is recommended that a parallel study in the future be conducted on the effectiveness of chatbot as a digital assessment tool in assessing the performance of the students in other subject areas.

Keywords: academic performance, chatbot, digital assessment tool

REFLECTION

The quest of different ways to improve the performance of students who were identified at risk of failing due to different reasons have been the subject of many studies. The trust of the Department of Education's MATATAG to ensure learning continuity as an after effect of the pandemic involves timely identification of reasons and appropriate intervention to ensure the improvement as well as the success of the students. One of the unexplored ways for intervention is the use of chatbots as digital assessment tool incorporated via Messenger which require no data allocation. The perception of employing chatbot as a digital assessment tool serves as a novel way to motivate educators to embrace and choose the learning design to be included in their teaching-learning strategies for assessment. It would also be significant if the use of chatbot as a digital assessment tool can be used for written and performance task-based assessments. Furthermore, it would be useful to incorporate the learning delivery of the entire contents of the module via chatbot as well.

Effectiveness of Sensory, Hybrid, Interactive, Experiential, Lifelong, Divergent (S.H.I.E.L.D) Strategy to Improve the Reading Comprehension of Grade 10 Students

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ABSTRACT

With contemporary society's growing expectations, high literacy skill serves as the bare minimum. One key ingredient to be successful in an academic venture is the ability to comprehend what was read. To with, Brandon (2021) also highlighted that reading comprehension is beyond words as it channels thoughts and ideas as well. Given the discouraging PISA results in reading comprehension as well as the researcher's personal classroom observation of struggling readers, this study aimed to provide an alternative reading strategy using pre-reading activities that represent the Sensory, Hybrid, Interactive, Experiential, Lifelong, Divergent (S.H.I.E.L.D.). By offering learning experiences for readers of the 21st century using a webpage, this study also gauged the effectiveness of the said tool in improving the reading comprehension skills of selected participants, Fifty Grade 10 students at Signal Village National High School took part in the six-month study while ten teachers validated the webpage. A mixed-method design was used in the study. To collect the quantitative data, pre-tests, and post-tests were given to the respondents. For qualitative data, an interview was conducted. Results showed glowing responses to the use of the S.H.I.E.L.D. webpage and its effectiveness as a reading comprehension strategy. It is therefore recommended to use the said intervention for teachers to employ in their teaching strategies while not discounting the potential of the webpage to be integrated into the local database for more audience to benefit from it.

Keywords: comprehension, divergent, sensory, hybrid, interactive, experiential, lifelong

REFLECTION

Given the shift to a new normal setting, digitization of learning materials has become the trend in education to ensure students' continued access to each of them. This webpage output was a direct result of careful observation of teaching engagements with students at the grade 10 level. The need to address the reading depravity in the school pushed the researcher to look for alternative means to increase motivation and keep up with the technological shift in the system. Using the Learning Action Cell, the said webpage is expected to be implemented in the said grade level by all concerned English teachers this school year, 2023-2024. In addition, the Learning Resource Materials System Coordinator would be tapped to integrate the webpage into the school-based system so proper

documentation and implementation are secured. Given the shortage of available textbooks where the selected literature comes from, it is timely to introduce this output to the campus for a wider reach. It is a primary goal to keep updating the webpage by modifying the contents and activities to match the needs of the technology-savvy students. More subject teachers are welcome to apply this strategy, depending on their target knowledge and skills.



Thirty-Day Enhancement Program: A Tool for Improving Reading Skills of Academically Challenged Grade V Pupils

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ABSTRACT

Reading is an essential part of the learning process of a child at home and in the school. It is one of the basic skills a learner should have, but reading without comprehension is not reading at all. Teaching reading skills to academically challenged readers is a difficult yet fulfilling task. Teachers need to focus on extensive reading skills instruction to improve and develop each pupil's capacity to read. Strategies and techniques are essential to help the pupils to improve in reading. This action research was conducted on selected twenty (20) academically challenged Grade 5 pupils of Napindan Integrated School to improve their reading skills. The pupils have undergone a thirty-day enhancement reading program to help improve their reading skills by using Reading Learning Packets and Video-Assisted Reading Guide. The program also allowed the collaboration of the researchers, parents, and other stakeholders. It also presented in the research the Pre-test and Post-Test, Comprehension Talks, Study Planning or Scheduling Study Lesson Monitoring Tool as an innovation and technique of the researchers to gather data and analyse the results. The findings of this study are that the thirty-day reading enhancement program has a significant effect on the academically challenged Grade Five pupils. The result of the research shows that the effect was gradual and was dependent on the actions of those who facilitated the reading enhancement program. Therefore, the researchers concluded that this Thirty-Day Enhancement Reading Program can help develop reading skills as an intervention in the undeniable growth of struggling readers.

Keywords: *reading enhancement program, academically-challenged, reading intervention*

REFLECTION

The researchers, would like to quote the motto of a Catholic Church initiative called “Pondo ng Pinoy”: “Anumang magaling kahit na maliit, basta’t malimit ay patungong langit.” This motto was inspired by Cardinal Rosales who called on everyone to save their 25 cents “scraps” as he calls it, and donate it to the poor. In relation to reading, the time these pupils use for reading is not a wasted time. Every minute counts, and everything done for the goal of becoming a literate member of the society is laudable and beneficial action for all concerned if it is consistent and sincere. Reading, as a skill, is something one can plan to do, prepare to do, and execute with the assistance of those who are entrusted with the task to help those who wish to succeed in reading. Thus, the researchers believe in the power of intrinsic motivation that was seen to affect the persons involved in this study. For further research, the researchers find it advisable to create more kinds of connection to really push the reading drive to all those who need it, not just students but even other adults who would like to take the opportunity to learn.



Enhancing the Level of Reading Comprehension Skills of Grade 7 Learners Amid the Pandemic through Modified Project Ridle

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ABSTRACT

Reading comprehension is the ability to read text, process it, and understand its meaning. Because of the low comprehension level of the students usually diagnosed at the beginning of the school using the Philippine Informal Reading Inventory (Phil IRI), the researchers have conducted this research to improve the reading comprehension of selected grade 7 students, who were diagnosed as under the instructional level. The teacher researchers intended to improve the reading comprehension level of the students through the Modified Project R.I.D.L.E. using the M.E.M. Reading Comprehension tool that focused on Making Inferences, Making Predictions, and Getting the Main Idea as reading strategies. Consequently, using the descriptive-experimental design through the Pre-Test and Post-Test. For data-gathering techniques, a stratified random sampling technique was used. After utilizing the M.E.M. Reading Comprehension tool, the Pre-Test mean of 5.36 has increased to a Post-Test of 6.70 having a Mean difference of 1.34. Therefore, the result shows that there is a significant difference between the comprehension level of Grade 7 students before and after using the Modified Project R.I.D.L.E. In this context of the findings, the researchers concluded that the Modified Project R.I.D.L.E. using M.E.M. Reading Comprehension Tool

is aligned with its objectives to increase the reading comprehension level of the learners. For this, Students from another grade level may use the Modified Project R.I.D.L.E.: M.E.M. Reading comprehension tools to address the students who have low comprehension levels.

Keywords: *reading comprehension, reading tool, research project*

REFLECTION

The study made the researchers realize that all learning areas are interconnected to one another and can help hand in hand in increasing the reading comprehension level of learners and can possibly create an innovation that would benefit everyone in the academe. It serves as an eye-opener to the teachers that teaching reading comprehension skills is not only a task in the learning area of English but all subjects using the language. This also helped to emphasize the value of content area reading or reading to learn. It encompasses all the skills and abilities required for a student to read the complex, informational text found typically in Social Studies, Science, and Math. Through the developed M.E.M. Reading comprehension tool of the researchers collaborating the three subjects, students were able to practice, hone, and discover their skills and develop a love of reading by focusing on the 3 reading strategies namely Making inferences, Getting the main idea, and making Predictions.

Text Message Updates to Parents on the Students' Task Completion Status to Improve the Academic Performance of the Senior High School Students

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ABSTRACT

With the challenges in the education sector brought about by the COVID-19 pandemic, in which blended learning has been introduced as an effort to promote education continuously, the researchers have observed a decline in the student's academic success. Since the students stayed at home to slow the transmission of the virus while studying, many students were unable to submit subject requirements despite the announcements posted to online platforms such as Google Classroom, Facebook group, Brightspace, and Messenger. This resulted in a decline in their academic performance.

With this, the researchers have been compelled to identify whether strengthening the communication between parents and teachers by sending outright notification updates to parents on the student's tasks to finish, and the tasks completed can significantly affect the student's academic performance.

A quantitative research method has been primarily utilized in the study. Specifically, experimental and descriptive research designs have been employed to analyze and rigorously answer this study's questions and problems.

The result shows that the academic performances of the two groups of respondents before and after the employment of the text message update to parents on the student's task completion status are significant to one another.

Therefore, it reveals that the intervention of sending a text message to the parents on the task completion status of the students is effective in increasing academic performance. Additionally, this proves the Parental Involvement theory is significant in the student's academic success.

Keywords: *text messaging update, parent's involvement, task completion, academic performance*

REFLECTION

The study's outcome proved how vital parental involvement is in children's academic success. The research has shown that parental involvement can significantly impact a student's academic achievement more than any other single factor, including socioeconomic status, family structure, and the child's intelligence or abilities. There are many ways in which parents can be involved in their child's education. One of the most important things is simply showing interest in their child's schoolwork and learning. This does not mean that parents need to be pushy or overly involved; simply asking about homework

assignments and being interested in what the child is learning can make big differences.

For the researchers, the aspects of the study that should be improved in future implementation of the intervention are a). the parent's/guardian's signature could be affixed to the students' outputs to show the parental involvement in the student's academic activities; b). There should be a parent-teacher conference if the student fails to submit any output in a week. This avoids piling up activities or outputs that the students must finish. In this conference, the teacher can easily follow up on the students' backlogs or unfinished activities



An Assessment of Project C.L.E.A.R. as Remedial Program of Grade Five Pupils: Basis for Continuous Reading Program Enhancement

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ABSTRACT

Having the ability to read is the key to knowledge. It is the key to knowing the world around us and ourselves. Without reading skills, life can be nearly impossible. The future of today's students depends on how well they understand and use a wide range of texts in a thoughtful way. This study aimed to determine the effectiveness of Project C.L.E.A.R as a reading intervention for struggling readers in Grade Five. It involves Parent, Teacher, and Pupil partnership towards the attainment of literacy among pupils. This study utilized a descriptive research design wherein existing conditions were analyzed and determined with the use of a Reading Assessment Tool and Survey Questionnaires in order to collect the necessary information and data. (117) There were 120 identified struggling readers in Grade Five in EM's Signal Village Elementary School who were given reading intervention for five months. Twenty-three teacher-advisers were given a questionnaire to evaluate the project implementation. It was revealed that the assessment result has increased with a mean difference of 5.27. The mean percentage score also reveals a 21% increase from the initial to terminal result which means an improvement in the reading ability of the pupils. In terms of the project evaluation result, an average weighted mean of 3.95 AWM was reflected which indicates a positive result of the program implementation. Pupils reading interest and parent engagement were manifested. It was recommended that Project C.L.E.A.R should be sustained as a reading enhancement program.

Keywords: *Project C.L.E.A.R, assessment, remedial reading, reading enhancement, reading intervention, reading program*

REFLECTION

Yearly, different remedial reading programs have been designed and implemented in the school. With the successful program implementation and an encouraging result of Project C.L.E.A.R which was initiated by the researcher, this has been institutionalized at the school level. The self-made reading materials that were utilized particularly for this project became a ground-breaking manifestation of the innovative practice of the researcher with the help of skillful teachers from story writing, layout, editing, and finally quality assurance. It only shows that through collaboration and teamwork, everything can be made possible. As a result of this study, the school financed the production of materials through the MOOE and Canteen fund for the sustainability of the project. The positive outcome of this reading enhancement program was rooted in the passion and determination of the school community to make necessary interventions that will address the literacy problem of the school. It was manifested that the attainment of reading literacy is not the sole responsibility of the school. Through parent and teacher partnerships, this can be realized. It was also important that proper planning, program communication, implementation, monitoring, and evaluation should be done to ensure the viability of the program.



ICT Competence and Teachers' Performance in the New Normal

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February 2023
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ABSTRACT

The Teachers usually find their technical teaching and submission of reports the most challenging one. During the inception of the new normal, the challenges posed by technology and distance learning are what make them pressured most of the time. This study aimed to find out the effectiveness of the ICT competence model in proficient teachers in terms of MS Word, MS PowerPoint Presentation, MS Excel, Google Drive, and Google Classroom. Using the ICT competency model questionnaire, the 50 Proficient teachers of Maharlika Integrated School in the Schools Division of Taguig City and Pateros were asked to answer pre-test and post-test questionnaires.

Findings revealed that before the application of the ICT competence model, the respondents were all not competent in using MS Word, MS PowerPoint, Excel, Google Drive, and Google Classroom. However, after the application of the ICT competence model, the teachers' competencies improved and they became highly competent in the use of the components of the ICT competence model in their teaching performance based on their outputs. The researcher recommended that the ICT competency model is effective in improving the beginning teachers' competencies in MS Word, MS PowerPoint Presentation, MS Excel, Google Drive, and Google Classroom.

Keywords: *Competence, proficient teachers, ICT competence model, new normal, MS*

REFLECTION

Innovative programs for ICT have been designed as a related result of this research. For instance, The Schools Division of Taguig City and Pateros in partnership with the Local Government Unit of Taguig City and Computer Assisted Learning CAL has established a Cyber Education program with the creation of Cyber labs with matching IT courseware and teacher training in all 36 elementary and high schools in Taguig City. As a result of carrying out the study, it has become clear that the teacher must be aware of the fact that the use of technology in his teaching and learning, requires not only knowledge about ICT but also about the implications for teaching content knowledge and pedagogy. The teacher believes that the deliberate practice of ICT has a positive impact on his students' learning and he recognizes the affordances and constraints of technology. relates to the teacher as a flexible and adaptive professional who can show that he is responsive to educational changes and needs related to the use of ICT in educational contexts. With the rapid developments in the fields of ICT and education, schools need reflective and enquiring teachers who see themselves engaged in a lifelong learning process.

Pilot Implementation of In-Person Learning

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March 2023
BERF

ABSTRACT

The world is approaching the post-COVID-19 era, the “New Normal”, and we’re gearing toward new chances and challenges ahead. In-person education is crucial, especially for socialization. Pupils engage with one another and practice their social skills in a regular classroom setting. This study attempts to understand the impact of Ricardo P. Cruz Sr. Elementary School’s pilot implementation of in-person learning as well as highlight the school’s best practices and challenges encountered. The study used a descriptive quantitative research method. It emphasized objective measurements and statistical analysis through questionnaires and surveys by manipulating pre-existing statistical data using statistical methods. The results of the study showed five (5) best practices of the school during the pilot implementation of in-person learning: (1) Set A and Set B for in-person learning schedules while Friday was allotted for enrichment class; (2) strict implementation of handwashing, sanitation, foot bathing, and temperature checking for anyone who wished to enter the school; (3) provision of floor and wall markings; (4) isolation rooms should be manned by clinic and SDRR coordinator; and (5) coordination with the Local Government Unit (LGU) regarding pupils’ safety and security. It was revealed that the school’s “Learning Process” and “School Safety and Security” were “Very Effective.” In-person learning is found to be effective in facilitating learning interaction among teachers and students as well as, in developing pupils’ social skills as per the Department of Education (DepEd) statement last 2021. Therefore, it is recommended to be implemented in all schools nationwide.

Keywords: *in-person learning, new normal, challenges and education*

REFLECTION

The School Safety Assessment Tool (SSAT) was the framework of this research, wherein it aimed to have safe, effective, and efficient conduct of the progressive expansion of in-person learning. Social aspects play a vital role in developing a well-rounded learner, which is why in-person education is very significant. The result of this study showed Ricardo P. Cruz Sr. Elementary School’s triumph in keeping students safe and securing the re-opening of in-person learning. Fear, hesitation, and doubt were the initial reactions of parents when the school reopened its doors for young learners. Through comprehensive planning, preparation, and commitment among the school’s administrators, teachers, and other stakeholders who shared the same vision, which was to cope with the new normal in education, they gradually gained the parents’ trust and education prevailed

through adhering to the five best practices, which assured the overall safety and security of everybody within the school premises. Although there may not be much to gain from the COVID-19 pandemic, it is crucial for the public to remember that nobody is being left behind, especially in education. The best aspects of our new normal will endure after the COVID-19 epidemic is gone, enhancing our lives and our work going forward.



The Effectiveness of Brigada Pagbasa on Struggling Readers at Maharlika Integrated School for S.Y. 2021-2022

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March 2023

BERF

ABSTRACT

Reading is defined as a multilateral mechanism that includes vocabulary, comprehension, fluency, and motivation. This study aimed to determine the effectiveness of the Brigada Pagbasa Program on Struggling Readers at Maharlika Integrated School S.Y. 2021-2022. It employed a descriptive survey method to select participants through purposive sampling to identify 3 grade levels namely: grades 1, 2, and 3 for a total of 270, and 23 teachers from the said grade levels in Maharlika Integrated School participated in the study.

On the other hand, the teacher-respondents answered the survey questionnaire assessing the Brigada Pagbasa Program. The struggling readers are instructed to use innovative tools to help improve their reading level. As a result, the overall weighted mean for the common causes of pupils struggling in reading was 4.29, interpreted as Often/Very Satisfactory. The majority of the respondents fall at frustration level which was gained of ($f=675$, 55.79%). Based on the result of the pre-test, indicates a mean of 6.91, a standard deviation of 2.81, and Post-test of 16.04 standard deviation of 4.68, and a mean of difficulties of -9.13, The T-test result was 2.13 and P was 1.662 interpreted as Significant. The researcher concluded that pupils are visibly active in the enrichment innovations. The study recommends the use of the readers' runaway syllables (spin wheel) to be utilized in setting the mood of pupils to evaluate the early assessment of reading at the end of the school year.

Keywords: *brigada pagbasa, struggling readers, reading performance, reading comprehension, reading difficulties, volunteer teachers, grade school*

REFLECTION

New guidelines in the division must be legalized in the continuity of the Brigada Eskwela Reading Program Activities on numeracy and literacy designed as it sees significance in the direct results of this action research study. School Administrators should issue policies that would strengthen the Brigada Pagbasa Program or any other reading intervention program of the school; The proponents of Brigada Pagbasa Program should improve the program by focusing on its weaknesses; Teachers should encourage more stakeholders as volunteers not only to strengthen the partnership between the school but also to assist pupils in reading. As a result of carrying out the study, it has become clear that teacher volunteers' stakeholders and the materials play a big role in the success of any reading intervention program specifically in Brigada Pagbasa. Even though the program ends shortly the positive effects of Brigada Pagbasa must be continuously adopted and used as normal practice and operations. It is imperative that continued efforts be made to strengthen stakeholders' engagement and create significant change in the whole being of struggling readers. It promotes community participation and engagement towards literacy and numeracy of pupils who are struggling readers by focusing on the weaknesses of the pupils.



Effectiveness of the Learning Delivery Modalities in Teaching ESL Learners Comprehension of Grade 10 Students

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ABSTRACT

The global pandemic created a major change in the Philippine educational system as it called institutions to harness various technologies to deliver instruction to ESL Learners. For more than two years, the Learning Delivery Modalities (LDMs) were utilized across grade levels and learning areas. This basic research, therefore, was conducted to explore the effectiveness of the LDMs implemented by the Senior High Schools in the Division of Taguig City and Pateros in teaching Oral Communication to ESL Learners and to determine if it achieved the communication needs of the ESL Learners in the COVID-19 context. This study was descriptive-quantitative and employed a 15-item standardized test and a forced Likert scale to gather data. Based on the findings, the ESL Learners had “Average Mastery” of the content taught in the first quarter of the school year, and they perceived the LDMs adopted by their schools as “Very Effective” in teaching Oral Communication. However, despite the positive results manifested in both instruments, there is no significant relationship

between the mastery level and the perceptions of the ESL Learners on the effectiveness of the LDMs in teaching Oral Communication. It is therefore recommended that the same study be conducted extensively through qualitative methods to study the experiences of ESL Learners.

Keywords: *learning delivery modality, oral communication, ESL learners, senior high school*

REFLECTION

The Department of Education invested a lot of resources to deliver quality instruction to ESL Learners through the LDMs. They ensured that education was not disrupted while the ESL Learners were kept safe at home, and no one was left behind. However, public schools have transitioned to a face-to-face modality. Nonetheless, the resources created for each LDM are still helpful. This study still sees the importance and functionality of the LDMs during uncontrollable circumstances such as a Transport Strike, suspensions brought by typhoons or other calamities, and if an ESL Learner cannot physically attend classes due to health concerns. The printed modules, audio and video files uploaded online, and other resources created for each LDM are still useful and if possible be made more accessible for ESL Learners anywhere and anytime. Likewise, these materials can be for learners enrolled in Alternative Learning System, and Open High School.



A Study on the Impact of Explicit Instruction Using Reading Recovery Intervention System RRIS) on the Development of Decoding Skills and Sight Words Efficiency Difficulties on Word Decoding and Phonics

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ABSTRACT

Based on the Phil-IRI assessment result in August 2022, there were students who were identified to be performing below the level of expectations. Based on the assessment, a total of 58, or 1% of the learners were identified to be in the Non-Readers category. These students read way below grade level. Specifically, the researchers observed that learners had difficulty matching sounds and letters, which affect reading; they had a high degree of difficulty with phonics patterns.

With this issue at hand, the researchers developed a set of methods and instructional materials. Relative to this, the study investigated the impact of explicit reading instructions on the development of decoding skills and sight word efficiency of non-readers. The participants are the Grade 7 and 10 students who were identified as non-readers by the teachers during the Phil-IRI classroom-based assessment. There were 19 participants in the study who will attend an intervention program. Oral

tests were the instrument that was utilized in the study, while the T-test was used to determine if there was a significant difference between the mean scores. Also, the data gathering method included direct observation, and Focus Group Discussion (FGD). After the study, it showed that the High-Frequency Efficiency and Phonemic Awareness Efficiency of the participants have improved. Thus, the use of RRIS can be used to improve the basic reading skills of the non-readers. In order to examine other details in the study, it is advisable to incorporate other statistical tools or instruments, with other qualitative or quantitative approaches.

Keywords: *reading recovery intervention system (RRIS), decoding skills, high-frequency words*

REFLECTION

Both High-Frequency Vocabulary Efficiency and Phonemic Awareness Efficiency of the participants have significantly improved. Thus, the study reveals favorable results, and using the Reading Recovery Intervention Framework can make a positive impact on non-readers. With the use of an organized framework, students may also improve their self-esteem. In line with the stated topic under discussion, there are things to consider to amplify the richness of aspects of the study. First, teachers should be cognizant of the students who lack the basic skills in reading. They read below grade level and struggle with decoding, and sight word recognition. Second, reading teachers should be aware of a set of approaches to teaching readers to non-readers. In this context, the teacher should be aware of using RRIS in a way to teach in a direct or structured manner. Lastly, for future researchers, it is highly recommended to come up with a matrix that specifically indicates the allocation of topics per day which is convenient and attainable since it was one of the issues encountered by the researchers. In order to examine other details in the study, it is advisable to incorporate other statistical tools or instruments, with other qualitative or quantitative approaches.

PROJECT S.E.E.D.S.: Sustaining Environmental and Entrepreneurial Development among Students

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ABSTRACT

In the contemporary urban landscape, the synergy between urban gardening and entrepreneurial acumen among learners assumes a pivotal role in fostering sustainable lifestyles and driving economic progress. Urban gardening, encompassing the cultivation of plants and greenery within urban settings like rooftops, and communal gardens, serves as a platform for nurturing essential entrepreneurial skills. Participating in urban gardening offers learners a platform to cultivate an array of entrepreneurial proficiencies including market analysis, marketing strategies, and customer relations. This study is dedicated to the enhancement of urban gardening skills among learners, with emphasis on integrating entrepreneurial insights into the learning process. Employing an experimental research approach, this study sought to ascertain the discernible divergence between pre-test and post-test outcomes in both experimental and control groups. The research design hinged on the incorporation of urban gardening and entrepreneurship competencies within the framework of Technology and Livelihood Education, serving as the foundation for the pre-test and post-test assessments. The experimental group received instruction through a meticulously crafted, strategic, effective, and targeted lesson exemplar, whereas the control group adhered to conventional teaching methodologies. Evidential data underscores that the experimental cohort exhibited notably higher post-test mean scores compared to the control group. These findings underscore the substantial positive impact of the experimental treatment on the dependent variable. In summation, the outcomes of this study underscore the significant contribution of integrating entrepreneurship into urban gardening education. These promising results beckon further exploration and investigation, hinting at a prospective avenue for continued research and development in this domain.

Keywords: *urbangardening, entrepreneurship, environmental sustainability, lesson exemplar*

REFLECTION

Based on the outcome of our research, we have learned that taking an action research approach can be highly effective in improving the definition of project outcomes and their associated benefits, as well enhancing the understanding and implementation of tangible project outputs. By combining practical gardening skills with entrepreneurial mindset and knowledge, learners can not only cultivate their green thumbs but also gain valuable skills in problem-solving, critical thinking, creativity, and resource management. We show collective

teamwork in achieving the goals of this study. Also, we learned many things, such as how to plan cautiously, which is a very essential tool to make every step of this research successful. The best part of this action research endeavor is that putting GOD first on what we do will give us strength and boost our morale to finish our research study. Learners can develop citizenship education skills by understanding how their participation in urban gardening can contribute to the betterment of their community. The integration of entrepreneurship into urban gardening skills can further enhance the learning experience for learners. This integration encourages learners to think beyond the traditional concept of gardening and explore potential opportunities for entrepreneurship in the urban agriculture sector.



The Use of Teacher-Made Moral Dilemmas in Enhancing the Critical Thinking of Grade 6 Learners in English

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ABSTRACT

One of the 21st Century skills that learners need to master is critical thinking. It is one of the learning skills that teaches our learners about the mental processes needed to be able to adapt and improve in a certain environment. This study materialized due to the need to develop learners who are critical thinkers, scarcity of studies that involve the use of the strategy Moral Dilemma activities, and concretizing Republic Act 10533 that highlights the objectives of Key-Stage 2: providing learners avenues for the application of higher order thinking skills. This study aimed to develop critical thinking skills in Grade 6 in English learners using the Teacher-Made Moral Dilemma strategy that used a quasi-experimental method of 40 learners, composed of 20 in the control group and 20 in the experimental group. The experimental group showed a significant improvement in pre-test and post-test scores, with a pre-test mean of 2.25 and a post-test mean of 2.38. Also, the research conducted showed a positive perception of using the teacher-made moral dilemmas in their English subject, with a mean score of 3.86. This study serves as the first step in identifying strategies to enhance critical thinking skills in English learning and can be interpreted as the first step in opening avenues for more related studies in determining more strategies that can develop and enhance critical thinking skills of our learners in the English learning area.

Keywords: *critical thinking, teacher-made moral dilemmas, intervention*

REFLECTION

Developing lifelong learners can be viewed as the goal of every teacher. Knowing that our learners are equipped with the necessary skills that they need to be able to succeed in life would be the greatest achievement one educator can have, thus the goal of using and even in discovering new strategies or interventions to help our pupils is necessary. The study conducted was able to show learners that they can practice using as well as enhancing their critical thinking skills by answering situational questions and use the language at practice as well. The study was also able to make other teachers see that the strategy can be used in other learning areas and different grade levels. The study exemplifies that simple activities can make great impacts which are beneficial to our learners. The researcher believes that with the research conducted in her school was able to ignite the interest and willingness of other teachers to help learners, a simple step can make a rippling effect.



Distance Learning: Impact Of Nearpod Application Among Grade 10 Students in Solving Problems Involving Measures of Position

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ABSTRACT

Math is frequently considered by students as the most difficult subject, and in the period following the pandemic, it continues to become more challenging and complex. The purpose of this action research was to determine how the Nearpod application impacted Grade 10 learners' mathematical competence about measures of position. Using sequential explanatory design, a pre-test was taken by both groups. Group A, the control group, received blended teaching while Group B, the experimental group, underwent the intervention through the Nearpod application. Scores from the pre and post-tests were used to compare how much each group's subject knowledge had improved. Following the intervention, a qualitative phase was carried out to confirm and strengthen the quantitative findings. Both groups were equal at the beginning of the experimentation, based on the study's quantitative phase's findings. The differences between the pre-test and post-test showed that both groups performed comparably, but the experimental group excelled the control group in terms of the gain scores. The analysis of the qualitative data showed that Nearpod enhances students' learning habits based on their experiences: enjoyment, ease of learning, engagement, and motivation.

Keywords: *nearpod application, distance learning, measures of position, grade 10 students*

REFLECTION

The researcher concluded that there is something out there that could help educate students more effectively than what is offered in the four corners of the classroom after unintentionally seeing this Nearpod while watching random YouTube videos. The researcher learned not to underestimate students' potential from the results of this action research because, regardless of their cognitive ability, if given the right guidance, a clear set of instructions, and interactive learning tools, they would have endless potential to unleash. Their participation gave students the chance to learn from one another or on their own, even with only a minimal amount of teacher supervision. The accomplishment of this action research supported by its reflecting component. This has provided the researcher the chance to reflect on and ponder the fact that everything must be comprehensible and rational to achieve the requirements for success. The methodology of this study may improve, among other things by availing the pro account or paid version of Nearpod to experience its maximum learning potential. There would be a smoother flow if the technique were defined in more depth, especially if the period were closely adhered to.



Effectiveness of Earth Science Mobile App (ESMApp) to Improve the Academic Performance of Grade 7 Students in Earth Science

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ABSTRACT

As part of the Basic Education Learning Continuity Plan (BE-LCP) to continue learning despite limited face-to-face or during school closure and the challenges in the implementation of blended learning modality of Grade 7 in Valenzuela National High School prompted the teacher-researcher to develop a mobile application as an intervention material in Earth Science particularly in the topic layers of the atmosphere. Thus, this study explored the effectiveness of Earth Science Mobile App (ESMApp) on learner's academic performance and learning experiences.

This study utilized quasi-experimental research design which involved controlled and experimental groups. Both groups were taught in a blended learning modality utilizing the printed module, Valenzuela Live, and follow-up discussion. Both groups took the pre-test and post-test, but in the experimental group, they accessed the ESMApp and asked for a response about learning experiences after using the intervention. The computed weighted mean, MPS analysis, and t-test analysis were used to evaluate and interpret quantitative

data. And to strongly support the findings of the study, a 5-point Likert Scale was used.

The study found that there is a significant difference on the post-test performances of controlled and experimental groups which signifies that learners who used ESMAApp performed better than the learners who were taught in a traditional manner. Hence, the researcher concluded that the utilization of ESMAApp was effective. Learners had meaningful learning experiences toward the use of ESMAApp based on the responses they shared. This intervention can be one of the effective strategies and interventions in distance learning modality.

Keywords: *mobile application, distance learning, layers of the atmosphere, earth science*

REFLECTION

The study reveals that ESMAApp is one of the effective interventions to increase the mastery level of students in earth and science, particularly on the topic layers of the atmosphere. In general, students have positive feedback on the use of the mobile app. It was noted that learners are more engaged and interested if lessons are embedded in a mobile platform with supported videos, interactive activities. Mobile app provide opportunities to learners to navigate their own learning promoting independence and motivates learners to pursue lifelong learning. With this, educators are encouraged to integrate mobile technologies in their teaching approaches. The challenges brought by sudden shift of new normal education while the Department of Education had transitioned in limited face-to-face interaction prompted the researcher to hastily finish the intervention material. Hence, the researcher decided to make a step up of putting the virtual applications together and provide learning activities that would supple learners in their most convenient time. Like the most educators, the teacher-researcher needed to devote much of her time learning and exploring ways to deliver lessons effectively and having an innate characteristic

of every teacher; the eagerness, mainly contributed to the success of this study.

Utilization of E-Lamp (E-Learning App In Music And Performing Arts) in Learning Vocal Music among Grade 9 Students

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October 2022
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ABSTRACT

Valenzuela National High School grade 9 students fell within the least mastered competencies on the same issue with the MPS of 31.05% classed as low proficiency from the summative test done previous school year 2020-2021. This suggests that students fail to meet the Most Essential Learning Competencies, which is to describe music of Medieval, Renaissance and Baroque Music. The teacher-researcher designed a mobile app with video lessons and exercises that can be accessed online and offline and include the prescribed Self-Learning Module (SLM) on vocal music in the Medieval, Renaissance and Baroque era.

The research method used in this study was quasi-experimental. The control group underwent the traditional approach without using any electronic instructional material while the experimental group made use of the electronic intervention material aside from attending online classes. The teacher-made 20-item pre-test was administered in both control and experimental groups about the topic about Music of Medieval, Renaissance and Baroque Era. After the integration of the intervention material, a 20-item post-test was immediately administered to the two groups to compare their results using t-test. A Survey-questionnaire was also given to the experimental group to get their perception in utilizing the E-LAMP.

This study examined the impact of E-LAMP on student performance and learning. Mobile technology can be utilized to construct a variety of education applications, such as tailored learning objectives and schedules, according to Sung (2014). As well as recognizing each communication medium's distinct properties (Hyewon, 2014) and providing wireless learning support (Chang, K. et al., 2010).

Keywords: *intervention, self-learning module, mobile technology*

REFLECTION

Because of the significant shift that has taken place in our country's education system in terms of the ways in which students learn, the utilization of mobile applications may be of assistance to both the educators and the students in terms of gaining access to the various modules and activities via their mobile devices. The learners could be more engaged in an interactive mode of learning if the instructional materials were delivered in an electronic format. Teachers can use the mobile application to conduct a complicated and technical lesson, especially if it involves lengthy content. Teachers are able to facilitate student involvement through the utilization of mobile applications, which are not only practical but also simple to operate. The

principals of the schools might provide their faculty members with training and professional development opportunities in the form of workshops and seminars that are focused on the creation of mobile applications that the instructors could use in the classroom. Educators that



are interested in experimenting with new pedagogical resources will find this to their advantage.

V-Cut KIT (Video-Capcut, Kagamitang Interbensyon sa Third Quarter) sa Mabisang Pag-Unawa ng Mga Mag-aaral sa Filipino, Baitang 7

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ABSTRAK

Nagkaroon ng pagbabago ang edukasyon dahil sa *Covid-19 Pandemic*, mula sa *Face-to-Face Classroom* patungo sa *Learning Delivery Modalities*. Sa naganap na *Assessment Test* sa Unang Markahan noong 2021- 2022, batay sa MPS ng SDO ng Valenzuela ,39.50% lamang ang natamong average ng mga mag-aaral na kumuha ng pagsusulit sa Unang Markahan sa Filipino 7, at mas mababa pa noong 2020-2021 na 45.40 %. Ang *V-Cut KIT* ang interbensyong naisip ng mananaliksik sa pagpapataas ng pag-unawa ng mga mag-aaral, na may kinalaman sa *video lesson*, gamit ang *editing app* na CapCut na magsisilbing *remediation* ng mga mag-aaral na nakakuha ng mababang iskor sa naganap na *assessment test* at kinapapalooban ng mga kompetensi na hango sa naganap na pagtataya sa Ikatlong Markahan. Binatay sa disenyong *Pre-Experimental – One Group Pretest-Posttest* upang mabatid ang kabisaan ng interbensyon, at *structured closed-ended interview* upang mabatid ang karaanasan ng mag-aaral na nakatulong sa kanilang pag-unawa sa aralin. Lumabas sa resulta ng pag-aaral na may makabuluhang pagkakaiba sa pagitan ng *pre-test* at *post-test* na marka ng mga mag-aaral na sumailalim sa *remediation* gamit ang interbensyong *V-Cut*. “Lubos na Nakatulong sa Pag-unawa” naman ang naging kabuuang resulta sa karanasan ng mga mag-aaral. Masasabi na ang mga mag-aaral sa baitang 7 ay tinatawag na *Generation Z*, na likas na sa kanila ang takbo ng teknolohiya. Nakikita ng mananaliksik na patuloy na magagamit at makatutulong ang isinagawang interbensyon, at maari din niyang maibahagi sa kapwa nya guro upang makalikaha pa para sa kanilang mag-aaral na nakakuha ng mababang marka/ o bumagsak sa pagtataya.

Keywords: *distance learning, least mastered, intervention, video editing apps*

REFLECTION

Panibagong kaalaman ang natamo ng mananaliksik matapos maisagawa ang kanyang pag-aaral na naging dahilan upang pag-igihan pa nya ang pagtuturo sa mga mag-aaral na nasa Gen Zers na maalam sa teknolohiya, paraan na makatutulong sa pagpapaunlad ng pagkatuto at pagkaunawa ng mga mag-aaral. Hindi biro ang mag-edit basta-basta ng video lesson, panahon, oras at masusing pagtuklas upang lubos na magamit ang isang video editing apps, ganunpaman, malaking tulong ang mga editing apps gaya ng Video Capcut na isa sa mga kilalang apps ng mga kabataan na gingamit din para sa tiktok. Nabigyang patunay na may implikasyon ang pagkatuto ng mga mag-aaral sa video lesson kung saan malaya nilang pwedeng balikan at panoorin ito upang higit na maunawaan ang aralin, na naging resulta ng lubos na pagkaunawa nila sa aralin. Ang isang interbensyon ay hindi sapat na ayos na o tapos nang naisagawa, bagkus ito ay maging daan upang makagawa ng higit pang magpapabuti para sa ikatututo ng mga mag-aaral. Interbensyong makakahatak sa mga mag-aaral na magkaroon ng kawilihan sa pag-aaral. Nasubok man sa pandemya ang lahat lalo na sa larangan ng edukasyon, subalit patuloy pa ding gagawa at gagawa ng paraan ng mga guro upang mailapit sa mga mag-aaral ang kanilang aralin.



**TAke steps to accelerate the delivery of
basic education facilities and services**



Development of Library Management System for Catmon Integrated School Division of Malabon City

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August 2023
Special Education Fund

ABSTRACT

Public school librarians in the Philippines faced pressing issues including funding, structural problems, unorganized materials, inaccessible library services, and automation and information technology. Thus, librarians and library users still use traditional library services. This study evaluated the level of acceptability and satisfaction level with a developed Library Management System (LMS) by librarians and library users. It followed the waterfall model of software development using JavaScript, PHP, and MySQL DBMS. After coding, a descriptive-evaluative method was employed, with purposive sampling for respondent selection, in accordance with ISO 25010 software product quality standards. The findings indicated that librarians highly accept the LMS, emphasizing its user-friendliness and efficient transaction management. Library users express strong satisfaction with the LMS, recognizing its value in facilitating their library-related activities. This positive response underscores the importance of integrating technology-driven solutions in educational institutions to enhance library services and user experiences. Further research is encouraged to explore the system's implementation impact on user behavior, environmental dynamics, and educational implications.

Keywords: *Library Management System, Developmental Methodology, Waterfall Model, ISO 25010, Catmon Integrated School*

REFLECTION

The LMS has gotten positive praise from both librarians and library users for its user-friendly features as well as its capabilities in transaction management, which can reduce the daily amount of work that librarians and library users have to do. Concurrently, library customers acknowledge that it is a useful tool for completing activities associated with the library. This highlights how important it is for libraries to embrace technology in order to improve the quality of services they provide and the overall experience they provide to users. In addition, the study places an emphasis on technologically driven solutions, which not only addresses challenges specific to libraries but also aligns with the greater movement toward digital transformation in the educational sector. It provides a compelling argument in favor of incorporating technology into educational institutions and makes an appeal for additional study to be conducted on the deployment of LMSs and their effects on user behavior, the learning environment, and educational outcomes.

Assessment on the Implementation of Pasig City Scholarship Grant to Public Elementary Students: Basis for Improvement of the Scholarship Program

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December 2022

ABSTRACT

In spite of tuition fees and a lack of a collection policy in public schools in the Philippines, underprivileged families continue to struggle to take their children to school, particularly in the aftermath of the pandemic. School uniforms, transportation costs, and other school necessities were among the reoccurring issues that these families faced. Pasig City Scholarship Program was implemented with the help of Pasig LGU. This program aims to empower students by providing financial assistance of 1,500 pesos per month to help participants meet their daily educational expenses. Elementary kids in grades 4 through 6 are eligible. According to the survey, there are currently 1,391 new elementary scholars and 484 renewing scholars. These scholars can concentrate on their studies while receiving a monthly stipend of 1,500 pesos. The study concludes that several recommendations are required to make the program more accessible to all Pasigueños. Two sets of respondents were given the opportunity to complete the same survey. According to the findings, there is a significant difference in the assessment of the two groups of respondents in terms of the application process, as evidenced by the computed t value of 3.84, which is greater than the tabular t value of 1.97, which led to the rejection of the null hypothesis at the 0.05 level of significance and 329 df. Students and parents gave the allegation a good rating since it was warranted. Nonetheless, it implied that the obstacles faced by scholarship award recipients in public elementary schools in the Division of Pasig City in terms of application process, claiming allowance, and renewal of application were extremely good.

Keywords: *scholarship, renewal, application*

REFLECTION

Pasig City's scholarship grant program is like a beacon of hope for learners of all ages, including college students. It's like a promise from our city that education matters, that dreams are worth nurturing, and that every resident has a shot at a brighter future. What makes this program so special is its inclusivity. It's not just about financial aid; it's about recognizing and supporting the diverse needs and dreams of our community. It's like a big, supportive family that says, "We've got your back." This grant doesn't just ease financial burdens; it ignites a fire for learning and growth. It's like a spark that encourages students to aim high, not just academically but in life too. In essence, Pasig City's scholarship grant invests in our community's future by investing in its people. It's a reminder that education is a powerful tool, and by providing opportunities, we're building a better tomorrow for Pasig and its people.



TAke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment



Accept and Teach Me Program for Pupils with Disabilities in an Inclusive Public Elementary School

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June 2023

ABSTRACT

Everyone has heard of inclusive education (IE). Actually, a lot of national and international initiatives have been launched to enhance the status of people with disabilities (PWDs). Unfortunately, inclusive education remains a hot topic in the realm of education. The purpose of this study was to learn more about the lived experiences of four receiving teachers who, between November 20, 2022, and May 24, 2023, taught ten (10) PWDs in kindergarten through grade three using the Accept and Teach Me (ATM) program. It concentrated on the demographics of the receiving teachers, the challenges they encountered when teaching PWDs, how they overcame those challenges, the tools they utilized for assessing PWDs, and their recommendations for how to implement the ATM program better in the coming school year. This study also aimed to compile a report on the educational assessment of the PWDs, which would aid their future teachers in identifying their strengths as well as their weaknesses in terms of their academic and other basic skills like self-help. For this study, the researcher used a semi-structured interview to collect the relevant data. The study's conclusions showed that the participants were inexperienced teachers who had little training and experience but managed to teach pupils with disabilities. They had difficulties evaluating PWDs due to unusual behavior and family participation and acceptance. Their coping mechanisms included having an upbeat attitude and providing PWDs with well-thought-out ideas and instructions. The ATM program needed to be improved, which required both training and the involvement of other parties.

Keywords: *Accept and Teach Me, inclusive education, pupils with disabilities, receiving teachers*

REFLECTION

In an inclusive public elementary school, this reflection provides insights on the current situation of receiving teachers in managing pupils with disabilities (PWDs). Despite significant advancements made, there is still much to be done to guarantee the equity and quality of education provided to all Filipino children, including PWDs. It is critical to address the persistent bottlenecks in the field, such as the dearth of PWD educational resources, the ambiguity of the policies, rules, and procedures for recognizing PWDs, and the lack of a nationally recognized test for PWD identification. The community's general acceptance of pupils with disabilities (PWDs) is a great

place to start. Having well-thought-out tactics and instructions for PWDs as answers and coping mechanisms for receiving teachers, as well as a resilient and cheerful attitude, is helpful when working with PWDs. The best course of action would be to hire more professionals and deploy them in educational settings in order to properly identify each PWD's exceptionality. Together, they can create a tailored and individualized education plan to change the PWDs' unusual behaviors and enhance both their academic and fundamental abilities, which will help them live independently and successfully in the future.



Assessment on the Implementation of Genius Hour Program: Implications to Learning Outcomes of Secondary School Learners

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July 2023

ABSTRACT

This study employed a mixed-methods research design to examine the learning implications of the Genius Hour Class program in the Learning Continuity and Recovery Plan (LCRP) initiative of SANHS. Quantitative data was collected through survey questionnaires from students, and parents, to assess various aspects of the program. Descriptive statistics were used to analyze the data. Qualitative data was gathered through in-depth interviews with students, and parents. Triangulation of the quantitative and qualitative data enhanced the study's validity and reliability. The findings indicated positive feedback from both students and parents regarding the Genius Hour program. Students found it engaging and motivating, enabling them to explore their interests and pursue passion-driven projects. Parents acknowledged the program's role in fostering creativity, critical thinking, and enthusiasm for learning. Additionally, the study highlighted benefits for students unaffected by the pandemic, including deeper understanding of their interests, knowledge expansion beyond the curriculum, and enhanced critical thinking and time management skills. To extend program benefits to more learners, recommendations were proposed, such as increased awareness, flexible implementation, teacher training and support, resource allocation, and collaboration. This research contributes valuable insights into the field of educational interventions and offers practical suggestions for implementing and expanding similar programs to benefit a wider student population.

Keywords: *genius hour, intervention, passion-driven project, learning continuity and recovery plan*

REFLECTION

The study on the learning implications of the Genius Hour Class program within the context of the Learning Continuity and Recovery Plan (LCRP) initiative of SANHS sheds light on the potential of innovative educational interventions during challenging times. The mixed-methods approach employed in this research allowed for a comprehensive exploration of the program's impact, drawing from both quantitative and qualitative perspectives. It does not only validates the effectiveness of the Genius Hour program but also serves as a valuable resource for educators and policymakers seeking to innovate and enhance the learning experience for students, particularly during challenging times like the pandemic. It underscores the importance of providing students with opportunities for self-directed learning, creativity, and exploration to ensure their holistic development.



Correlation Between Academic Achievement and Absenteeism of Students and its Factors: Basis for an Intervention Program

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August 2023
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ABSTRACT

School absenteeism was now a worsening and continuing problem in the secondary school. The latest survey of the DepEd indicated that one out of ten students was considered as constant absent in school. The purpose of the study was to determine the different factors affecting students' absenteeism and to test if there was a significant relationship between the academic achievement and number of absences of the students at Tañong National High School during the school year 2022 – 2023. A quantitative-correlational was used in the study as the research design. The respondents of this study were selected 75 students from Grade 7 to 10, identified through purposive sampling. It was discovered that the prevalent reason why the students are committing absences was because of their personal reasons. It was also found out that there is no significant relationship between the academic achievement and the attendance of the respondents. It signifies that the attendance of the students has nothing to do with the academic achievement. It is clearly stated to Department of Education Order no.8 s. 2015 that the components for grading the students were just the written work, performance task, and quarterly assessment only. The attendance of the student is no longer part of their grades. If the students are doing performance task and written works and taking quarterly assessments with passing scores, they can pass the academic requirements for each learning area.

***Keywords:** intervention, absenteeism, academic achievement*

REFLECTION

Implementing intervention programs for students who have fallen behind has been a challenge for the school. Though Project SAVE was successful in reaching and helping many of the students with frequent number of absences at Tañong National High School, there were still students who were left behind. Upon conducting this study, the researcher discovered that there is no one-size-fits-all approach to addressing student absenteeism. Many of the problems that students confront in school are interconnected with their personal reasons. Indeed, knowing the fundamental cause of having students with frequent number of absences is essential in developing a viable intervention program for each student. Moreover, the success of the intervention and the progress of students are not guaranteed if one of the parties does not cooperate.



Assessment on the Emotional and Mental Wellness of Students in Malabon National Senior High School

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August 2023

ABSTRACT

The emotional and mental wellness of learners plays a crucial role in their academic performance. Positive emotional and mental health contributes to better school outcomes, and while the pandemic's direct impact has subsided, its effect on students' well-being may persist. This study aimed to assess the emotional and mental wellness of students transitioning to fully implemented face-to-face classes and to identify personal and non-personal challenges they face. The objective was to develop an action plan that would mitigate these challenges' impact on their well-being. Employing descriptive survey research design, the researcher utilized the Depression, Anxiety, Stress Scale (DASS) and Well-being Assessment Tool through purposive sampling. Among 280 participants, most were below 18 years (81%) with gender distribution of 45% males and 55% females. The study found that majority of the students experienced "extremely severe" level of anxiety, "moderate" level of depression, and "mild" level of stress based on DASS-21 scores. Wellbeing Assessment Tool results indicated that students' emotional and mental well-being was at risk. Relationships were observed between emotional well-being and depression/anxiety, and mental well-being with depression/anxiety/stress. Common personal challenges were lack of sleep, while non-personal issues included home distractions, both affecting well-being. The study's findings suggested that many students were experiencing significant levels of anxiety, depression, and stress, which put their emotional and mental well-being in jeopardy.

The identified connections between emotional well-being and depression/anxiety, as well as mental well-being with depression/anxiety/stress, emphasize the need for targeted interventions to address these challenges and promote overall student well-being.

Keywords: *anxiety, depression, emotional and mental wellness, well-being, stress*

REFLECTION

This research study profoundly impacted the researcher's perspective on the pivotal role emotional and mental wellness played in students' academic journeys, especially in the post-COVID era. It offered the researcher a unique lens through which to view the challenges students faced and the significance of addressing their emotional and mental wellness. During the transition back to in-person classes, the researcher and her colleagues, observed something notable. Many students seemed distracted, tired, and not motivated. They had trouble finishing their work on time and frequently sought extensions. Some even fell asleep in class or didn't show up. It worried the researcher and other teachers a lot, and they thought it was because of the effect of the pandemic. When the researcher looked at the study's results, she saw that it matched what she observed in her own class. So, the researcher decided to try some changes in her own class. She made a nice and supportive environment and gave students special help. The students said they felt less stressed and could pay better attention in class. This whole experience showed the researcher how important it is to take care of the students' emotional and mental wellness to help them learn better.

Integration of Delivered Strategic Intervention Material in Mathematics as Technical Assistance for Learners At-Risk of Dropping Out (Tala) Project

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ABSTRACT

The presence of the pandemic redirects the classroom setting at home which needs follow-up and monitoring from teachers. This study aims to remediate students at risk of dropping (SARDO) and students at risk of failing (SARF) through a validated Strategic Intervention Material (SIM) delivered at the homes of the respondents.

Ten students were chosen as respondents of the study based on the record of the Technical Assistance for Learners at Risk of Dropping Out (TALA) Project of the school. A validated SIM titled “Tara na at Math-lakbay Tayo Through Numbers! (A Virtual Tour) Topic: Distance Formula” is based on Most Essential Learning Competencies (MELCs). Prior to the conduct of the study, the assessment analysis of learners’ academic condition at home was evaluated for proper coaching. The activity coincides with proper instruction of phasing of studying the lesson and output generation as part of the first instruction upon delivery.

The said SIM underwent processes – development by the researcher both at the school level through the Self Learning Resource Material Development Center (SLRMDC) Team headed by the School Principal, Mr. Gene T. Pangilinan, and at the division level through the Management and Development Team headed by the Schools Division Superintendent, Mrs. Magdalena M. Lim. The mean score of the SIM was 4.92 with an Excellent description.

The quantitative and qualitative data were collected from the respondents through pre-test and post-test. The collected data were analyzed using mean, standard deviation, and thematic analysis.

The delivered SIM improved the mastery of the learners and motivated them to pursue their studies. On the part of the researcher, the SIM was primarily inspired to continually find ways to help the students and improved the teaching strategy. These results provide insights for future research and incite changes in teaching-learning practices that would promote Mathematics enjoyment as well as the performance of the students.

Keywords: *Distance Formula, home visitation, intervention, Strategic Intervention Material (SIM), Technical Assistance for Learners At-Risk of Dropping Out (TALA)*

REFLECTION

The COVID–19 pandemic gave a lot of challenges to people all over the world. The operations in business industry, movie industry, lifestyle, and the Department of Education were stopped. Nobody knows how to start and when this pandemic ends. But eventually, in

the field of education, Online Delivery Mode was the best tool to transfer learning to the students. With this kind of delivery mode, the teachers and the students hardly struggled since this was new to everyone. But as the days passed, the Online Delivery Mode was embraced by the students, parents, community members, teachers, and the DepEd Officials. Somehow the pandemic was an instrument to discover new things, think and explore beyond our capabilities. Like home visitation and delivered the SIM to the students was a big challenged on my part but I realized that pandemic was not a hindrance to help my students at risk of failing and dropping. With this material, none of my students failed nor dropped in my subject.



Lived Experiences of Selected Junior High School Students with Disabilities in Mainstream Junior High School Class at AJVVHS

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June 2023

ABSTRACT

Current educational practices are shifting towards inclusive education in many countries around the globe even in the third world countries like the Philippines. As mandated in Republic Act (RA) 11650 signed by President Rodrigo R. Duterte on March 11, 2022, states that no learner shall be denied admission based on their disability. The new law states that all schools, whether public or private, shall ensure equitable access to quality education to every learner with disability. This study aimed to explore the lived experiences of selected junior high school students with disabilities in mainstream Junior High School Class at of Antonio J. Villegas Vocational High School (AJVVHS). It utilized descriptive research employing qualitative analysis. The sample size consisted of six (6) selected Grade 7, 8, and 10 students of AJVVHS. Sampling was done through purposive sampling. Data were collected from the respondents using in-depth interviews to each participant. A maximum of one-hour face-to-face interview with structured questionnaire prepared by the researchers and validated by school head was used. Tagalog was used as it is the dialect of the students in AJVVHS. Thematic analysis was employed to analyze and transcribe the data. Qualitative data were sorted for common themes. With regards to the research questions, three themes appeared: teaching-learning process, accessibility to school, and acceptance by other learners and teaching staff. Based on students' responses, some students were happy in school, they have difficulty understanding the subject matter, especially English, Math, science, and Filipino. All the participants expressed that the school is accessible. They have difficulty socializing with

friends without disabilities thus they have limited friends and all of them have experienced being bullied by their classmates or by their peers. Teachers gave them the opportunity to participate in class; however, some felt that some of their teachers tended to ignore their presence. These attributes can help teachers to strengthen inclusive education. Teachers must be trained how to handle students with special needs. Training programs for SPED must be included. Devised inclusive pedagogies, create school structure to meet the needs of learners with disabilities, and enhanced parental involvement (Srivastava, de Boer, & Pijl, 2015).

Keywords: *mainstreams, students with disabilities, experience, inclusive*

REFLECTION

This study attempted to give voice to learners with disabilities in junior high school though we have a limited participant of this study. It enlightened us how the students with special needs felt inside the classroom. Teachers in the mainstreams must be equipped how to handle students with special needs. Training programs for SPED must be included and strengthen parental involvement. Furthermore, a study on teachers experiences in handling learners with disabilities in the mainstream should be conducted.



Predicting Students-At-Risk of Academic Failure for Early Intervention using Multiple Linear Regression (MLR) Algorithm

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ABSTRACT

The Multiple Linear Regression algorithm is a powerful statistical technique used in predictive modeling and data analysis. It's particularly relevant in predicting students at risk of failure due to its ability to account for multiple independent variables that might collectively influence the outcome (in this case, the likelihood of a student failing). It is crucial for predicting students at risk of failure because identifying students at risk of failure early allows educational institutions to intervene and provide targeted support before the student's performance deteriorates further. Timely interventions can help prevent academic failure and provide students with the resources they need to succeed. Nearly all programmers appeared to be familiar with data mining algorithms and Multiple Linear Regression Algorithm was one of the most well-known data mining techniques. Using the extract, transform, and load process will be helpful

in getting the necessary results and data that can be used by the system. Applying the process will also help the user in providing detailed information on the data. All the features of the developed system were recommended by the respondents which shows that using multiple linear regression algorithm teachers can predict those students that risk of failing so that teachers can give an early intervention. Additionally, the respondents “strongly agreed” that the developed software is functional, usable, and reliable.

Keywords: data mining, data warehousing, Multiple Linear Regression Algorithm

REFLECTION

In today's landscape, it is crucial to identify students who may be, at risk of academic failure. This research presents a comprehensive investigation into the development and application of predictive modeling techniques to identify students at risk of academic failure in a secondary education setting. By accurately identifying at-risk students, educators can implement targeted interventions, including tutoring, counseling, and academic support, to ensure these students receive the assistance they need to succeed. This research showcases the potential of predictive modeling as a proactive strategy to identify students at risk of academic failure. By using the machine learning and data analytics, educators can create a more responsive and supportive educational environment that empowers students to thrive academically and beyond.

10 and UP (UTAK AT PUSO): Tungo sa Pagbuo ng Mungkahing Programa sa Pagpapabuti ng Ugnayang Pagkatutong Sosyo-Emosyunal at Pang-Akademiko sa Asignaturang Filipino

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ABSTRAK

Mahalagang pangangailangan ng isang mag-aaral ang pag-unlad ng kaniyang kaalamang pang-akademiko, pati na rin ang pagsulong ng kaniyang kasanayang sosyo-emosyunal. Ang ugnayang sosyo-emosyunal at akademikong pag-aaral ay mahalaga sa pag-aaral ng wikang Filipino upang matugunan ang mga pangangailangan at magkaroon ng malusog na koneksyon ang utak at isip. Ginamit ng mananaliksik ang pamamaraang document *analysis*, kinalap at sinuri ang mga nag-eeksisteng datos pampaaralan at Pansangay Pangkagawaran ng Edukasyon-Maynila. Nakita na ang resulta ng SEL at katayuang pang-akademiko ng mga mag-aaral ay parehong mababa batay sa nakalap na datos. Mula rito, iminumungkahi ng mananaliksik ang programang magsasanib ng sosyo-emosyunal at akademikong sa asignaturang Filipino na nakaangkla sa mungkahing ibinigay ng Kagawaran ng Edukasyon-Maynila. Sa pangkalahatan, nabatid na ang sosyo-emosyunal na pagkatuto ay may malaking kahalagahan sa pagtuturo ng asignaturang Filipino. Sa pamamagitan nito, nagkakaroon ang mga mag-aaral ng pagkakataon na maipahayag ang kanilang sarili, lumago sa aspektong panlipunan, at maunawaan ang kahalagahan ng kanilang wika at kultura. Sa loob ng pag-aaral na ito, napatunayan natin ang sumusunod na punto: Ang pagpapahalaga at pagpapalakas ng sosyo-emosyunal na pagkatuto sa asignaturang Filipino ay magkaagapay na nagbibigay-daan sa mga mag-aaral na magkaroon ng mas malalim na pag-unawa at pagpapahalaga sa kanilang wika at kultura. Mababatid ang pangangailangan ng integrasyon ng sosyo-emosyunal na pagkatuto sa pagtuturo ng Filipino tungo sa positibong epekto sa personal at panlipunang aspekto ng mga mag-aaral. Ito ay mababatid na magpapalakas ng kasanayan sa pakikisalamuha, pagkakaroon ng empatiya, at pagpapahalaga.

Keywords: *document analysis, SEL, sosyo-emosyunal, antas pang-akademiko*

REFLECTION

Sa kasalukuyang panahon, ang lipunang kinabibilangan ng mga mag-aaral ay patuloy na nagbabago at lumalawak. Sa kabila ng mga modernong teknolohiya at pagbabago sa lipunan, mahalagang bigyang-pansin ang ugnayan ng sosyo-emosyunal at pang-akademikong pagkatuto sa asignaturang Filipino. Ang paglinang ng mga kasanayang ito ay magdudulot ng mas malalim na pagkaunawa at pakikilahok ng mga mag-aaral sa kanilang mga aralin at sa kanilang kapaligiran (Lopez, 2017).

Addressing Learners with Vision Impairment through Project C.A.R.E (Clear-Sight Advocacy for Reading Enrichment)

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January 2023

ABSTRACT

The COVID-19 pandemic disrupted traditional education systems globally, compelling schools to rapidly shift towards distance learning to ensure the continuity of education. During this unprecedented transition, learners were exposed to prolonged screen time, resulting in excessive exposure to blue-ray light emissions from computers and other gadgets. As schools reopened after the pandemic, teachers observed an alarming increase in the number of learners suffering from vision impairment, which constituted a significant challenge to their academic performance, particularly in reading. In response to this urgent problem, Margarita Roxas de Ayala, in collaboration with the International Lions Club, has initiated Project C.A.R.E. (Clear-sight Advocacy for Reading Enrichment). This aims to offer a comprehensive solution by providing free eye screening, appropriate treatment, and quality eyewear to learners who require vision correction. This study is designed to investigate the impact of Project C.A.R.E. on learners' reading performance using a descriptive quantitative method with localized reading assessment tools as an instrument. The selection of participants was conducted through purposive sampling, comprising 30 students who have vision impairments. Based on the results of the post-oral with a mean score of 10.93 and the pre-oral with a mean score of 6.23, it can be seen that the students' performances differ significantly from one another, as shown by the 2-tailed paired t-value of -8.14 and the p-value of 0.001, which is less than the 0.05 level of significance. Hence, the decision is made to reject the null hypothesis and adopt the alternative hypothesis, which means that having eyeglasses greatly aids the identified learners with visual impairments in their ability to read.

Keywords: distance learning, enrichment, pandemic, reading proficiency, vision impairment

REFLECTION

The significant variance witnessed between the post-oral and pre-oral assessments underscores the influence of our intervention in effecting tangible improvements in the reading proficiency of the identified learners struggling with vision impairment. This pivotal finding not only validates our initial research direction but also emphasizes the transformative impact of tailored support mechanisms in teaching. The observed correlation between the presence of eyeglasses and enhanced reading proficiency stands as an unequivocal testament to the power of addressing specific needs to nurture overall academic achievement. As we navigate the implications of our findings, a resounding call to action resonates: advocating for the integration of targeted interventions within educational paradigms, fostering collaborative endeavors between academic institutions and healthcare providers, and prioritizing the individual well-being of students. In essence, our research serves as a beacon, illuminating the profound impact of vision correction on the academic journey and ultimately contributing to a more inclusive and enriched learning experience.

Sulyap: Tungo sa Sustenableng Lingap at Agapay sa Pagbasa ng mga Piling Mag-Aaral sa Ika-Limang Baytang

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ABSTRAK

Ang kasanayan sa pagbabasa ay ang tarangkahan ng makabagong kalinangan ng tao. Ito ay isang mahalagang salik ng pag-aaral na kinakailangang taglay upang makuha ang mga kinakailangang kasanayan sa pag-unlad ng pagkatuto. Ngunit, hindi lahat ng mag-aaral ay nakatutugon sa hinihinging kasanayan sa pagbabasa. Kaya, ang pagsasagawa ng *remedial reading* ay isang mahalagang bahagi ng pagtiyak na walang mag-aaral na maiiwanan sa proseso ng pagkatuto. Sinuri ng pag-aaral na ito ang bisa ng isang *remedial reading program*. Sampung mag-aaral ang lumahok sa tatlong buwang programang “SULYAP: SUstenableng Lingap at agapaY sa Pagbasa ng mga piling mag-aaral sa ika-limang baytang, panuruang taon 2022-2023”. Isinagawa ang interbensyon sa loob ng isang oras bawat araw para sa Filipino at English sa loob ng tatlong buwan. Ang interbensyon ay gumamit ng iba’t ibang teorya sa pagpapabasa na nilapatan ng teksto mula sa *Marungko Approach at Fuller Technique*. Gumamit ng *hybrid* na metodo (diskriptib at kwalitatibo) upang makita ang epekto ng mga teorya sa pagpapabasa at paglalarawan sa epekto nito sa mga mag-aaral na sumailalim sa interbensyon. Napatunayan sa pag-aaral na ito ang paggamit ng mga teorya sa pagbabasa, sapat na oras, tiyaga ng guro at *follow up* ng magulang sa bahay, ay mga salik upang umangat ang antas ng pagbabasa ng mga mag-aaral. Dahil sa isinagawang interbensyon, umakyat ang antas sa pagbasa ng sampung mag-aaral. Iminumungkahi ang sustenableng pagtutok sa pagpapabasa sa loob ng buong panuruang taon dahil ito ay higit na makakatulong sa pagpapataas ng kasanayan sa pagbasa ng mga mag-aaral.

Mga Susing Salita: *agapay, lingap, PHIL-IRI, reading remediation, interbensyon*

REFLECTION

Ang isinagawang aksyong pananaliksik ay nagpatunay na kahit sinong guro ay maaaring maging matagumpay na reading teacher kung siya ay may sapat na kagamitan, pag-unawa sa mga teorya sa pagpapabasa, tiyaga, at sapat na panahon kaagapay ang mga magulang. Dahil dito, iminungkahi ng punongguro na isama ang interbensyong “SULYAP: SUstenableng Lingap at agapaY sa Pagbasa” sa School Improvement Plan sa pagpasok ng panuruang taon 2023-2024. Upang maging sustainable ang programa, tinitiyak na magkakaroon ng masikhay na Monitoring at Evaluation at Feedback giving mula sa mga magulang at iba pang stakeholders.

Usage of Game-Based Learning Material in Enhancing Mental Multiplication Skills of Selected Grade Two Learners

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June 2023
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ABSTRACT

Multiplication plays an essential role in the early stage of academic life. Especially mental multiplication, it must be nurtured to attain complex mathematical skills. As I observed from the previous advisory class, some learners disliked mental multiplication. To be aware if it occurs in the current class, the pre-assessment was administered, resulting in a purposive sampling. As an intervention, the researcher improvised a game-based learning material named PIGABO (Picto-Game Board) that is played like chess. Pictures are used in this game to help the learners think and obtain the answer in multiplication. Most of the learners enjoy and comprehend multiplication when solving with pictures especially when it is integrated as a game. This study was conducted to determine the effectivity of the PIGABO in enhancing mental multiplication skills, as well as to gather insights into mental multiplication using the improvised game-based learning material of 20 learners of Grade Two-Tulip, who got low scores in the pre-assessment.

The simple mixed method is used in this study wherein the researcher combined quantitative and qualitative research to have an in-depth exploration and attain the goal of the study.

The pre-test was conducted with an MPS of 52.66% and the post-test with an MPS of 82.33%. It has an evident increase of 29.67%. Moreover, the result of the qualitative data using triangulation showed that the respondents enjoyed learning multiplication through PIGABO.

The outcome of the research stated that the PIGABO helped the learners increase their level of mastery and performance in mental multiplication.

Keywords: pictures, game-based, PIGABO, mental multiplication

REFLECTION

Creative learning material is a huge factor in developing skills. The tool used in the study played a big role in developing the mastery of mental multiplication skills of the selected grade-two Tulip learners. With the willingness of the teacher researcher to share the best practices, the principal of Bayanan Elementary School Unit 1 approved to carry out the PIGABO at the school level through the MOOE fund. All teachers who are teaching multiplication utilize the learning material. Disseminating the strategy to all teachers at the school level will help them to teach effectively and develop the mental multiplication skills of many learners. The more teachers use the learning materials create more learners with mastery and performing best in mental multiplication.

The Impact of Project Naph (Notes And Activities For PE and Health) on the Performance of Grade 6 Section Hobbes of Poblacion Elementary School SY 2022-2023

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ABSTRACT

Although modern technological alternatives are excellent ways to bring materials into the classroom, a study found that learners learn best when they must write things down. Aside from improving learners' note-taking abilities, it also increases understanding when requested to cut, summarize, illustrate relationships, or write responses to a discussion, all of which have been shown to boost memory retention. When spread open on a desk, the notebook has two sides for interaction between teachers and pupils. Learners take notes with their right hand, including during class, when reading, and while watching videos. Children incorporate new ideas from teachers in their creative thought processes. It is used by learners to create cartoons, highlight important concepts, and come up with creative ways to visualize written material. The research utilizes a quantitative research design, employs a sampling plan to select the respondents, and gathers data from Grade 6 Section Hobbes students. The instruments used for data collection include pre-test and post-test, surveys, and performance evaluations. Project NAPH notes important details in the lesson and answers supplemental activities. In the 1st Quarter, students had a higher mean percentage score in Physical Education (PE) (43.56) compared to Health (40.33). This concludes that, on average, students performed relatively better in PE than in Health during the pre-test. There were improvements in academic performance in both PE and Health from the 1st to the 2nd Quarter, with significant progress observed in Health. The results conclude that the student's understanding and performance in these subjects improved over time.

Keywords: notes and activities, writing skills, student performance, personalized style

REFLECTION

A learner-centered and adaptable teaching strategy called Project NAPH (Notes and Activities in P.E. and Health) encourages learners' connections to their teachers' input based on their preferred learning style. It aims to evaluate the impact on teaching and learning strategy in Grade 6 section Hobbes. It examined how much the Project NAPH affected learners' content understanding and their perceptions of it. The study found that it is an effective method for enhancing content knowledge and writing abilities since many learners think writing needs to be a more enjoyable and unexciting activity. As demonstrated

by the substantial difference in their Pre-test and Post-test average scores, pupils' academic performance on knowledge topics has significantly increased. The learners' Physical Education and Health academic performance showed a statistically significant increase in their writing ability after exposure to Project NAPH. The survey also demonstrated learners' perceptions of Project NAPH as a practical, more exciting, fun, and meaningful approach to learning content knowledge and writing. Furthermore, learners favored Project NAPH because of its personalized style, entertaining method, and more relevant knowledge synthesis. More research is needed to innovate and improve Project NAPH to meet current limitations.



Insightful Intervention to Motivate Students at Risk of Absenteeism Through Utilization of Teacher-Constructed Science Support Activity (SCISUPACT)

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June 2023
Special Education Fund

ABSTRACT

The frequent absences and personal problems of the students may lead them to drop-out. This study was undertaken to establish the effectiveness of the insightful intervention to motivate students at risk of absenteeism through the utilization of teacher-constructed Science Support Activity (SciSupAct). A quantitative descriptive research design was used. This study was conducted every other Saturday of the SY 2022-2023 at Tunasan National High School. Purposive sampling was applied to select the ten demotivated students out of sixty-five heterogeneous students. Ten of them were identified as demotivated students who were at risk of absenteeism and underwent the intervention; two of them were still demotivated and identified as severely demotivated students who were at risk of absenteeism and underwent the Reach My Home activity under insightful intervention. The data gathered were interpreted quantitatively from the validated Science Support Activity (SciSupAct), Behavioral Indicator Attendance Monitoring Form (BIAMF), student's reception, and evaluator's rating, while the learning experiences survey responses were interpreted thematically. The study's findings using BIAMF in student indicators decreased and Reach My Home activity clearly showed positive results as reflected in the assessment of scores. Furthermore, the learning experiences survey responses and students' reception revealed positive results on the students' learning experiences in SciSupAct. Hence, it was concluded that the insightful intervention through utilization of teacher-constructed Science Support Activity (SciSupAct) improved the student's motivation level resulting in less demotivated students who were at risk of absenteeism. Educators are encouraged to adapt the Insightful Intervention to motivate students at risk of Absenteeism.

Keywords: *insightful intervention, demotivated, absenteeism*

REFLECTION

The shift from learning to in-person classes has been challenging for students leading to a decrease in motivation to attend classes. As mentioned by the teaching assistant TA (T2) in the MATATAG Agenda, “Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.” Thus, Science Support Activity (SciSupAct) was developed as activities aimed at enhancing students’ well-being, motivation, inclusive education, and positive learning atmosphere in Science 9 under MATATAG agenda. However, it is important to acknowledge that my research study may have some limitations due to biases in the selection criteria. By focusing on behaviors I might have overlooked underlying reasons or omitted crucial factors that impact student motivation. Additionally, the temporal constraints of my study have highlighted the need, for long-term observations to truly assess the effectiveness of interventions and changes. This realization has prompted me to reassess my approach and consider a comprehensive understanding of demotivation. Consequently, embarking on a research study focused on motivating students through interventions has been an enlightening yet challenging journey. The obstacles encountered along this path have greatly influenced my research process pushing me to adapt, learn from experiences and continue growing.



Alternatibong Paraan para sa Pagpapaunlad ng Kasanayan sa Pagsulat ng Sanaysay ng Ikalimang Baitang Paaralang Elementarya ng Cupang

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May 2023
Special Education Fund

ABSTRAK

Tunay ngang ang Pilipinas ay pinagkalooban ng wika na may makasaysayang nakaraan ngunit isang hamon sa bawat isa na magamit at mas mapaunlad ito. Ang pagsulat gamit ang sariling wika ay maituturing na pundasyon sa pagkatuto ngunit kasanayang madalas na hindi napagtutuunan ng pansin. Pinatunayan ng maraming pag-aaral na malaki ang naitutulong ng pagsulat sa paglinang ng kakayahan ng mga mag-aaral sa lohikal na pag-iisip at maging sa paglutas ng mga suliranin. Matapos ang dalawang taong edukasyon sa panahon ng pandemya, isa sa mga suliraning natuklasan ng tagapagsaliksik ay ang salat na kaalaman sa pagsulat ng sanaysay ng mga mag-aaral sa Ika-limang baitang Pangkat Gomez. Kung kaya ang pagpapakilala sa proyektong AKLAT-ULAT ang inihain na maaaring maging solusyon sa nabanggit na suliranin, na kung saan ang mga mag-aaral ay lingguhang magsusulat ng sanaysay na nakaayon sa mga kasanayan mula sa *Definitive Budget of Work*, na indibidwal na i-cocompile ng mga kalahok sa paraang

mala-aklat. *Purposive sampling* at deskriptib na pamamaraan ang ginamit sa pag-aaral. Base sa pre-test na isinagawa ng gurong tagapagsaliksik gamit ang rubrik, lumalabas na 10.64% lang ang may kaalaman sa pagsulat ng sanaysay. Matapos ang panahon nang pag-aaral at pagkalap ng mga datos, lumalabas na malaki ang naitulong ng programang ito sa pagpapaunlad ng kasanayan sa pagsulat ng sanaysay. Sa katunayan, 95.65% na sa mga mag-aaral ang nakasusulat at nakasusunod sa pamantayan ng pagsulat ng sanaysay. Kung kaya iminumungkahi ng gurong tagapagsaliksik ang pagpapatuloy ng proyektong ito sa lahat ng mag-aaral mula sa ika-lima hanggang ika-anim na baitang.

Mga Susing Salita: *sanaysay (pormal at di-pormal), AKLAT-ULAT, Antas ng Kasanayan*

REPLEKSYON

Isang norm o bahagi na ng edukasyon sa ating bansa ang pagtuturo sa paggawa ng mainam na sanaysay. Isa itong matibay na pundasyong kailangan ng isang mag-aaral na magagamit anomang larangan ang kanilang tahakin. Kumbaga sa hukbong sandatahan, ito ang magsisilbing armas na kailangang matutunang gamitin nang may kahusayan para sa paghahanda sa kahaharaping laban. Napapanahon ang proyektong ito sapagkat napakarami nang nakararating sa mataas na antas ngunit hirap pa din sa pagsusulat. Ang pagkawala sa kurikulum ng pokus sa pagsulat ng mga sanaysay ay tila ba nakapapangamba sa tuluyang pagbaba ng antas ng kaalaman sa paglikha/pagsulat. Higit ngayong nakalipas na dalawang taon ng Pandemya, napakalaking learning gaps ang kailangang habulin at matugunan ng ating edukasyon. Nakakalungkot ding isipin na sa panahon ngayon ng 21st century learners ay maraming mga destraksyon na nagsisilbing higitang kalaban sa mga oras na laan sana sa pagbabasa at pagsusulat ng mga mag-aaral na nagiging sanhi ng pagbaba ng antas ng kasanayan sa pagkatuto lalo na sa larangan ng pagsulat. Kung kaya ang ganitong uri ng proyekto katulad ng AKLAT-ULAT o lingguhang pagsasanay sa pagsusulat ng sanaysay ay nakatutulong sa pagpapaunlad ng kasanayan hindi lang sa pagsulat kundi sa lohikal na pagkatuto ng mga mag-aaral.

The Effectiveness of Mr. Bin (Basura Ihiwalay Natin) As A Tool to Segregate Selected Waste Materials in Classroom Among the Selected Grade Eight Students of Muntinlupa Business High School Sucat Annex for the School Year 2022-2023

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May 2023

Special Education Fund

ABSTRACT

Solid waste management is one of the major concerns that the country faces. As there were some laws enforcing solid waste management such as RA 9003 and RA 9512, strengthening its implementation can be a great help. In schools, managing waste can be challenging considering the different waste materials present including food, paper, and others. Also, the current practices and perception of students about waste can be a factor that affects their performance in segregating waste. For this reason, the researcher decided to create a bin where only specific waste material is placed. This study was designed to examine the effectiveness of Mr. BIN (*Basura Ihiwalay Natin*) as a tool to segregate selected waste materials in the classroom among the selected Grade Eight students of Muntinlupa Business High School-Sucats Annex S.Y. 2022-2023. The study used a random sampling technique and a quasi-experimental research design to evaluate the data gathered. The data were analyzed using the Paired t-test as the statistical tool. The researcher discovered a significant difference between the amount of paper cups, plastic cups, and utensils gathered before and after the implementation of Mr. BIN. This indicates that students learn to place their waste properly and it makes the bin look tidy and clean. This shows that using Mr. BIN in the classroom can help the students better manage their waste because it has a particular design that only fits certain items. This tool can develop student segregation habits and can help in waste management in the school.

Keywords: *waste, segregation, solid waste management*

REFLECTION

Solid waste management is one of the pressing environmental concerns, thus the researcher was inspired to do this study after observing how the students behaved with their waste inside the classroom. As the researcher watched the classroom and observed that the ordinary bin was always full of waste, creating a bin with different sizes specifically designed to contain selected waste can be a great help. Students were encouraged to place their waste properly and slowly established a habit of segregation. Through constant monitoring of its implementation, this can help in the waste management of the school and may promote a sense of responsibility among the students towards waste.

Utilization of Gamified E-Sign on Improving the Filipino Sign Language Vocabulary Skills Among Selected Hearing-Impaired Learners

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March 2023
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ABSTRACT

Teaching pupils with deafness is no easy feat, In the eyes of a hearing teacher for the deaf, you must delve deeper into the intricacies of their own language. You also should look for ways to make the classroom engaging and lively as you are teaching in a noise-free classroom. During the teaching-learning process, the teacher-researcher observed that pupils with deafness are having difficulty remembering Filipino Sign Language (FSL) signs when taught directly. Also, there is little to no available gamified learning in the market intended for learning FSL. These reasons compelled the teacher-researcher to develop Gamified E-Sign. It is an offline teacher-made PowerPoint macro-enabled game that aims to improve the Filipino Sign Language vocabulary skills of pupils with deafness. It is in consonance with R.A. 11106, also known as the “FSL Act of 2018” This study investigated 5 pupils with deafness at Itaas Elementary School. Purposive sampling was used as a sampling technique in the study. One Group Pre-Test and Post-Test were used as a research design of the study. The results revealed that there was a significant difference in the scores of the participants after they played the Gamified E-Sign. This study concluded that Gamified E-Sign was effective in improving Filipino sign language vocabulary skills among pupils with deafness, so this study recommends that the Schools Division Office upload the game in the Learning resource portal and also for the receiving teachers for the deaf to learn how to utilize the gamified E-sign.

Keywords: *Filipino Sign Language, deafness, gamified e-sign, transition program, FSL vocabulary skills*

REFLECTION

Further initiatives about the usage of Filipino Sign Language (FSL) have been done at the school level after the conduct of this research. For instance, The Gamified E-Sign was modified to cater the needs of pupils with deafness under inclusive education classes that will be institutionalized for the School Year 2023-2024. Filipino Sign Language Tutorial Sessions for receiving teachers of Itaas Elementary School were also conducted by Special Education Teachers who are certified in Sign Language to widen the utilization of this action research. The researcher realized that Gamified Learning for pupils with deafness made the learning of FSL more relevant and meaningful to them as it did not only hone their Vocabulary Skills but also provided an opportunity for them to be self-directed learners for, they take their own initiatives in navigating and exploring the Gamified E-Sign. Another realization was Personalization and Contextualization of the Gamified E-Sign played a huge role in its effective utilization. without it, the learning experience for the pupils with deafness will be less engaging and less meaningful to them.

Integrating Gamified Activities in Improve Engagement and Attention Span of Selected Learners with Special Needs

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June 2023
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ABSTRACT

Learners with special educational needs in the SPED Kinder-B class encounter distractions during classes. They find it difficult to focus for many reasons. The researcher recognizes that these distractions are obstacles to the child's learning and resolves to do something about them. To address this problem, the researcher implemented the "FUEL-G" or Fun and Enjoyable Learning Games to improve the engagement and attention span of the learners during face-to-face classes. The researcher used qualitative and quantitative research methods to determine the impact of gamified activities on the engagement and attention span of the learners. To achieve this the researcher measured the number of items completed. Then, the researcher compared data collected from both phases. The results recorded in the Pre-Intervention and Intervention Phases were compared and the difference was measured to determine the effectiveness of the intervention given. It also helped in sustaining their engagement in every activity. Based on the results and findings of this study, I therefore conclude that the intervention gamified activities helped the learners increase engagement during class, as opposed to accomplishing mere worksheets. It also increased their attention span as well as their focus on the activity. Consequently, it decreased distracted behaviors. The learners often completed the number of items within the given time. Therefore, this intervention was proven effective in addressing the problems mentioned. The researcher recommends using it for Kinder and Grades 1 to 3 learners. It is also recommended to improve the gamified activities by applying more engaging sound effects.

Keywords: *gamified activities, interactive games, learner with special educational needs, focus, engagement, intervention*

REFLECTION

The classroom action research FUEL-G plays an important role to me in teaching learners with special educational needs (LSEs) which I needed to integrate to improve the engagement, focus, and attention span of my learners. Before using gamified activities, I used worksheets for their activity. While doing worksheets, learners find it difficult to focus and their attention is distracted by the things surrounding them. Since learners with special educational needs love to play games, I adapted gamified activities and used them as an intervention where they can learn and play at the same time. Children naturally learn through play, and adapting gamified activities is my way of capturing their interest and engaging them in our activities. I am glad to see marked improvements in my learners and feel very fulfilled in being a part of it. This experience has inspired me to look deeper into my learners and try to see through their real needs so that I can address them and help uplift their learning experiences in the classroom.

Epektibong Sistema sa Pagganyak na Matutong Makabasa sa Asignaturang Filipino ang mga Piling Mag-Aaral sa Unang Baitang

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June 2023
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ABSTRAK

Ang pagbabasa ay isang proseso ng pagbibigay interpretasyon sa mga nakalimbag na simbolo ng kaisipan at ideya. Malaking kapakinabangan ang makukuha sa pagbabasa nagbibigay ng mga bagong kaalaman, libangan, at pagkatuto. Ang pananaliksik na ito ay nagawa base sa mga mag-aaral sa Unang Baitang-Gumamela na nakararanas ng kahirapan sa pagbabasa na epekto ng pandemya na ating nararanasan sa nakalipas na tatlong taon. Nagkaroon ng puwang sa pagkatuto ang mga mag-aaral dahil ang nakasanayang paraan ng pag-aaral ay bigla na lang nagbago. Sa pananaliksik na ito, ang mga mag-aaral sa Unang Baitang - Gumamela ang magsisilbing kalahok, para malaman at masukat ang kasalukuyang lebel ng kakayahan ng mag-aaral binigyan ng *pre-test* at *post-test* gamit ang *Comprehensive Rapid Literacy Assessment*. Ang gurong mananaliksik ay gumamit ng quantitative approach, upang makalap ng wasto ang mga datos at magsilbing gabay sa pagbuo ng pag-aaral na ito. Makikita sa lumabas na resulta ng *pre-test* ng CRLA sa mga mag-aaral na ang lebel ng kanilang kakayahan sa pagbabasa ay pumuntos lamang 0-14 o Full Refresher. Ang gurong mananaliksik ay gumamit ng *Reward Chart System* upang makapagbigay motibasyon upang mapaunlad ang kakayanan ng mag-aaral na makabasa. Ang mga mag-aaral ay tatanggap ng *stickers* bilang reward sa bawat talata o kuwento na kanilang mababasa. Makikita ito sa resulta ng kanilang *post-test* gamit ang CRLA, tumaas ang lebel ng kanilang kasanayan sa pagbabasa mula sa full refresher ay naging light refresher na may puntos na (7-16) at *grade ready* na may puntos (17-20). Nagkakaroon ng interes na matuto.

Mga Susing Salita: *Reward System, reward, pagbabasa, motibasyon, epektibo, estratehiya, kaalaman*

REPLEKSYON

Nabuo ang pananaliksik na ito dahil sa nakita ng mananaliksik na malaki ang naging epekto ng pandemya sa pagkatuto ng mga mag-aaral. Naisip ng mananaliksik na ito, ay maaaring maging solusyon upang makapagbigay motibasyon sa mga mag-aaral na maibalik ang kanilang kompiyansya sa pag-aaral gamit ang Reward System. Base sa ginawang pag-aaral ng mananaliksik sa kanyang klase may magandang naidulot ang proseso ng Reward System sa kanyang mag-aaral dahil marami sa kanyang mag-aaral ay nakitaan ng pagtaas sa kanilang marka at nahihikayat ang iba na mas galingan pa sa loob ng klase. Nagpapakita ang prosesong ginamit ng mananaliksik sa kanyang klase na naibabalik nito ang interes ng mga mag-aaral.

Utilizing Math-Yaga Approach in Enhancing Mathematical Operation Skills of Select Elementary Learners the Multiplication and Division Skills of Select Grade Six

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May 2023
Special Education Fund

ABSTRACT

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' computational skills after the intervention. This study aims to find out whether the use of Project Math-yaga would help students improve the multiplication and division skills of select learners of Grade Six Section Jacinto of Putatan Elementary School. The study involved twenty (20) participants. They were chosen based on the diagnostic test result using the standardized Diagnostic Test. This study utilized experimental research design in which the chosen participants underwent a pre-test and a post-test. It was also revealed that through interactive and manipulative activities were a big of help for them understand the concept of computations better. The intervention took place after class that served as remediation that lasted for three months. Furthermore, t-test showed a significant difference between the pre-test and post-test. Moreover, based on the comparison of pre-test and post-test, it was revealed that there was significant improvement between collected scores. Hence, the learners improved their multiplication and division skills using Project Math-yaga. 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.

Keywords: *computational skills, multiplication, division, interactive activities, manipulative 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 Mathematics. 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 learners may have coped with the difficulties they have been encountering especially in multiplication and division. The fact numeracy is very essential in learning because it correlates with other learning areas.

With this I would like to emphasize on the following recommendation: To enhance learners' computational skills, the teacher should conduct an assessment in order to identify the skills they are lacking. After which, come up with an intervention that best suits to the level of these learners. To obtain satisfactory performance of the learners, teachers should provide instructional materials that can improve the numeracy skills of the learners.



PROJECT MATH CHAMPS (CHArts and MaPS): Scaffolding Learning in Mathematics of Select Grade 1 Learners Using Charts and Maps Learners

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June 2023
Special Education Fund

ABSTRACT

As the country recovers from the adverse impact of the COVID19 Pandemic, numeracy learning gaps among Filipino learners were discovered. To effectively reduce learning gaps and help learners acquire a wider range of competencies, a significant investment in mathematics development especially in the elementary grades is highly imperative. Hence, Bagong Silang Elementary School promotes scaffolded learning in Mathematics using interactive charts and maps as tools to bridge the gap among its struggling learners. This study sought to determine the effectiveness of Project Math Champs (CHArts and MaPS) in scaffolding learning in Mathematics of the selected fifteen (15) Grade 1-Stormy learners composed of ten (10) boys and five (5) girls with the lowest scores during the first quarter examination. The researcher used pre-experimental research design. The pre-experimental group underwent a pre-test from the eight (8) least mastered skills in the first periodic test. A remediation session applying Project Math CHAMPS was conducted for eight (8) weeks of the second quarter. A parallel posttest was given thereafter. T-test was used to determine the significant difference between the mean scores of the pre-test and post-test. Findings revealed that there is a significant difference in the mean scores of the results. This indicated that the respondents' understanding in mathematics increased using Project Math CHAMPS. The study concluded that the use of Project Math CHAMPS is effective in developing learning mathematics of the respondents. Thus, Project Math CHAMPS is highly recommended for teachers to scaffold learning in mathematics vital to learners with poor academic performance.

Keywords: *mathematics, charts and maps (CHAMPS), scaffolding, interactive tool, numeracy, learning gaps, remediation, gradual*

REFLECTION

Given the elevated expectation to reduce learning gaps among learners in mathematics brought by the pandemic, this action research provided a simple solution which is highly effective in the primary learners. The use of charts and maps as a tool to scaffold learning in mathematics resulted in a positive outcome.



Utilization of Shared Reading Strategy to Improve the Reading Readiness Skill of Grade 1 Lapu-Lapu Pupils in Soldiers Hills Elementary School S.Y 2022-2023

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June 2023
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ABSTRACT

Reading is a skill that unlocks knowledge and information which enables an individual to share and participate in society. However, because of the pandemic which created a huge gap in learning especially in reading. Reading Readiness has different skills such as Letter Knowledge, Print and Phonological Awareness. That the pupils must have unlocked in order for this to happen, the researcher used Shared Reading Strategy to pave a way, transitioning from being a non-reader to a reader. For this research, the researcher used Descriptive Research Design for it systematically reveals information needed to answer the researcher's hypothesis. CRLA assessment was used to identify the pupils reading readiness and ability. Fifteen (15) pupils with low readiness were identified because of this Purposive Sampling is used. Pre-test and Post-Test were administered. The Pre-test and Post-Test consist of five (5) parts. Were the students identify picture names, letters, sounds and rhymes. The material used consists of 15 poems but only 10 were used. The Scores were treated using the Means. t-test were used to see the difference from Pre- to Post-Test. As a result, the pupils have shown great improvement on their reading readiness skills from 0% to at least 70-80% as shown from the pretest scores in contrary to the Post-test. In conclusion, the Shared Reading Strategy has created a difference in aiding the pupils develop or enhance their reading readiness skills. From this, I recommend more meaningful activities patterned from this and used on a wide range of pupils.

Keywords: *Shared Reading Strategy, talasalitaan, reading Readiness, print awareness, phonetic awareness, letter knowledge*

REFLECTION

This pandemic has opened a way for a new strategy to be implemented to help pupils who have been greatly affected by their reading skills. The Rotary club from Australia give us teacher the opportunity to developed way of teaching that is not forcing the pupils to learn but slowly teaching them to love reading at the same time the fundamental skills that they need when they face new reading challenges.



Utilizing Diversified Manipulative Instructional Materials (DMIMS) to Improve the 2-Digit Subtraction Skill of Grade II Learners

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January 2023

ABSTRACT

Diversified manipulative instructional materials help pupils gain a solid understanding of the basic concepts through hands-on experience with concrete objects. We all know that learning with our bodies is better than learning with just our minds. This is because learning with our body activates more senses and demands higher concentration levels. This study aimed to assess the effectiveness of diversified manipulative instructional materials such as bottle caps, seeds, small twigs, and used rubber bands in the improvement of the 2-digit subtraction process of 36 Grade 2 Section Grapes. The level of performance in Mathematics was assessed through pre- and post-tests using the t-test as a statistical tool. The results revealed that the computed value 0.00000000699 was less than the p-value therefore, the H_0 is rejected and there was a significant difference between the pre-test and post-test of the students. Thus, DMIMS are an effective intervention to improve the 2-digit subtraction skills. The study recommended that DMIMS be utilized in different learning areas and that the creation of contextualized DMIMS appropriate in each learning area be included in LAC sessions. Moreover, establish linkages/partnerships with alumni, LGU, and other stakeholders for the sponsorship of the resources and/or training for teachers.

Keywords: *diversified, manipulatives, intervention, skill*

REFLECTION

The study had a great contribution to the enhancement of the mathematical skills of the Grade Two learners in the other sections since it was adopted by other teachers at the same level. The manipulatives made the learners motivated, confident, and interested in learning 2-digit subtraction. Since the utilized DMIMs were seen in the community, their parents were able to practice the skill at home. The remarkable findings of this study also encouraged other teachers to employ DMIMs in their classes to address learning difficulties in Mathematics.



Utilization of Project H.E.L.P.(Helping Struggling Learners to Progress) to Improve the Reading Comprehension Skills of Selected Grade 6 Learners

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August 2023

ABSTRACT

Philippines ranked lowest out of 79 countries in reading internationally, a report showed in 2018 derived from these facts that the reading comprehension of our learners need reading remediation leads to this study and aimed to improve the reading comprehension skills of selected learners of Grade VI who belonged to frustration on the result of PHIL_IRI through Project HELP (Helping Struggling Learners to Progress). One-group pretest-posttest research design was employed. The project monitored the skills and comprehension level of the learners by means of remedial reading and giving 5-item test based. It was then concluded that the continuous assistance to learners through Project HELP caused improvement to the reading and comprehension skills of the learners. It is recommended that Project HELP needs to be continued to help the struggling learners in Grade VI.

Keywords: *Phil – IRI, purposive sample, quantitative method, comprehension*

REFLECTION

One of the biggest challenges when it comes to education is the low understanding of students in what they read—comprehension skill, which results in low scores in tests and in their academic performance. By addressing this, teachers are encouraged to develop strategies, learning materials that are based on the needs of the learners to assist them. With this study it is also revealed that remedial reading is still one of the strategies that can help our learners to improve their reading and comprehension level. All we need as a teacher is to put our passion, love and determination that we can help our learners enhance their reading skills.

The Utilization of FB Group Live Sessions during Synchronous Class of Edukasyon sa Pagpapakatao 9

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October 2022

ABSTRACT

Teaching in this new normal is very challenging, especially in teaching EsP (*Edukasyon sa Pagpapakatao*). This is the reason that it is very difficult to look for the right modality to use for the students—a modality where all students can meet in the middle so that no one will be left behind. According to the Learner Enrolment and Survey Form (LESF) of Navotas National High School, there are at least 20% of enrollees of incoming grade 9 that has limited access to the internet. It means that not all students can afford to be in the flow if the teacher uses a normal way of teaching during synchronous classes. In connection with this, the researchers come up with a modality in which the student can still easily catch up even though he/she is not present in the scheduled online class. It is with the use of FB group live sessions or Streaming, with the help of an application such as streamyard and zoom, the researchers deliver the lesson through live streaming wherein students are participating using the comment section. This strategy reaches out to students who do not have regular internet capabilities because live sessions are recorded automatically. The researcher uses survey questions using google forms to 30 grade 9 learners after the first quarter (S.Y. 2021-2022) to determine if Facebook live session helps the students in catching up on their lessons in *Edukasyon sa Pagpapakatao 9*. The utilization of FB Group Live sessions can bridge the gap between the grade 9 students of Navotas National High School in this new normal of education and must be also applied by other levels and other subjects as well.

Keywords: *Edukasyon sa Pagpapakatao, Facebook live session, new normal*

REFLECTION

As we continue to experience the new normal classroom setup, teachers and students, especially in public high schools, are all challenged to put in more effort when it comes to education. Students are having problems coping with the system of education nowadays, and teachers are always thinking of ways to bridge the gap for those students who are not capable of having an internet connection regularly. This is the reason we proceeded with this research. We still believe that there is something that I can do to meet every student's needs in the middle, especially in catching up on every lesson. This modality supports the mantra of the Department of Education that no student must be left behind.

While doing this research, we realized that the more that the students' saw the effort of the teacher to reach them out, the more they gave just to continue what they had started. The more that the teacher values the learning of each student, the more that the students value their education.

The Effectiveness of Contextualized Philippine Politics and Governance (PPG) Worksheets as Remediation Tool for Grade 11 HUMSS Students-At-Risk

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March 2023
MOOE

ABSTRACT

The return to face-to-face learning after two years of remote learning had caused some students to struggle in adjusting with its demands and expectations. This was evident after the first grading period of academic year 2022-2023 for Kaunlaran High School SHS students. One hundred fifteen (115) out of two hundred forty-nine (249) or 46% Grade 11 HUMSS students received grades between 73 to 79. The figure is the baseline for the application of Contextualized Philippine Politics and Governance Worksheets.

They utilized the contextualized PPG worksheets as remediation which is necessary to address the identified and potential learning gap directly and effectively. According to UNESCO-IBE, remediation as activities or programs aimed at helping students with learning difficulties or supporting students that may need to develop better learning skills as well as master content. This also fulfills the TA2 of the MATATAG Agenda. During the pre-implementation stage, MELC-aligned, contextualized worksheets were designed as a remediation tool. The first three weeks of the second quarter was the monitoring period for students' performance. The implementation stage commenced after the monitoring period. Worksheets were distributed to 46 students that were identified at the end of 2nd quarter monitoring period as high risk of failing or demonstrated no substantial improvement. With a worksheet accomplishment of 91% (41/46), the second quarter registered only 62 (25%) students that received a grade 73 to 79. A result that cut nearly half the number from the previous quarter. The continued use of these worksheets is therefore highly recommended.

Keywords: *contextualization, remediation, Philippine Politics and Governance, students-at-risk*

REFLECTION

Teachers recognize the difficulty of transitioning from different modes of learning. We also understand the social and economic difficulties brought about by the pandemic to families. It is not uncommon for SHS students to study and work at the same time; however, as teachers we also recognize the long-term benefit of education and carry on teaching and facilitating learning that will maximize the learners' potential. Indeed, it is the very reason that despite students' absences and tardiness we still provided them an opportunity to learn and earn ownership of their grades in the subject.

The worksheets took two years of designing and testing; therefore, it was the easier part of the research process. The difficulty comes from the distribution and monitoring of students' submission as their class attendance was erratic and feedbacking for their output cannot be given immediately. Also, there are some who despite this initiative, failed to respond accordingly.

At the end, there was substantial improvement in the students' grades. By providing them with an easier to understand, compact learning material they tried their best to accomplish it. Hopefully, the worksheets can be further improved by localization of its applicable content and used for the next school year.



The Use of Project PROMPTSS (Progress Monitoring & Performance Tracking of Struggling Students) in Improving the Attendance and Academic Performance of Selected Grade 8 Students in MAPEH

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March 2023
MOOE

ABSTRACT

This action research project examines how using PROJECT PROMPTSS (Progress Monitoring and Performance Tracking of Struggling Students) has affected the academic performance and attendance of a selected group of Grade 8 students in the subject MAPEH (Music, Arts, Physical Education, and Health). The purpose of the study is to investigate how implementing this intervention may improve the academic performance and attendance of underachieving students in the targeted topic. The focus of this study is on a thorough and organized strategy to improve struggling students' educational experiences. The following materials and techniques were created with this goal in mind and are intended to track performance and monitor progress of the participants like Student Data Systems, Assessment Tool, Support Resources, and a reliable Data Analysis Tool to analyze student data and identify patterns leading to wise decisions and design individualized appropriate interventions. A mixed-methods approach was used in the research, combining quantitative information from attendance records and academic grades with qualitative information from student and teacher interviews and observations. The results reveal that using PROJECT PROMPTSS significantly increased the targeted Grade 8 students' academic performance and attendance rates, demonstrating its potential as an effective tool for supporting struggling learners. Through a systematic methodology that integrates data-driven decision-making, personalized interventions, and collaborative efforts among stakeholders this study recommended the data integration, combining data from different sources and formats into unified structure that will provide a comprehensive, accurate, and consistent view of data that can be easily

accessed, analyzed, and used for decision-making and other related educational purposes.

Keywords:

REFLECTION

It has been a very enlightening experience for me as an educator to conduct the action research on the usage of PROJECT PROMPTSS in enhancing the attendance and performance of chosen Grade 8 students in MAPEH. As I got farther along in the study process, I understood how crucial it is to identify and help struggling students the earliest possible and how focused interventions can have a big impact on their academic development. A planned and organized method for tracking the development of underperforming learners was made possible by the use of PROJECT PROMPTSS in the classroom. I was able to quickly discover attendance trends and academic issues because of the regular progress monitoring and performance tracking tool provided I was able to properly address each student's specific needs thanks to the intervention's individualized support and customized interventions. I have gained new insight into the value of teamwork and open communication with my students as a result of this research. I was able to learn a great deal about their problems and motivations by incorporating them in the process and asking for their input. This knowledge helped me to make better teaching choices and become more aware of my students' ability.

Tracer Study on the K to 12 Curriculum Exits of SHS Graduates of Division of Navotas City: An Analysis

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August 2023

ABSTRACT

The conduct of a tracer study is of paramount importance to the education and training programs for Senior High School (SHS). It serves as essential for elevating educational quality, aligning curricula with labor market demands, and ensuring graduates' optimal career success. In this context, it plays a pivotal role in realizing the objectives of the K to 12 program, aiming to foster educational excellence, employability, and overall economic development. This study is vitals as its outcomes will establish a robust foundation for evaluating the relevance and effectiveness of diverse tracks and strands offered in the SHS curriculum, thereby facilitating informed policy enhancements. The primary objective of this study was to assess and trace the SHS graduates of SDO-Navotas, with a particular focus on their chosen career paths and their alignment with the SHS strands they pursued. Employing a quantitative research design, this study utilized a cluster sampling method, to all public senior high schools offering different strands within the SDO. A total of 360 respondents, out of 4631 graduates, participated in the survey using a Google Form. The study's findings indicated that majority of graduates pursued tertiary education, while others secured employment, continued to develop their middle-level skills, or ventured into entrepreneurship. Notably, 19.72% of respondents considered their SHS strand as "Not at All Related" to their chosen career, and 8.33% found it "Somewhat Related." Based on the study's findings, it is recommended that educational offerings be aligned with learners' preferences and industry demands. Additionally, there is a pressing need to intensify the Career Guidance Program to provide enhanced support to learners in shaping their career paths effectively. This study serves as a crucial step toward optimizing the SHS curriculum and ensuring that graduates are equipped with the knowledge and skills required for success in their chosen careers.

Keywords: *contextualization, remediation, Philippine Politics and Governance, students-at-risk*

REFLECTION

The Tracer Study on K to 12 Curriculum Exits in Navotas City's Senior High School graduates is vital for evaluating our educational system's effectiveness primarily for Senior High School curriculum. This initiative provides insights into graduate choices and outcomes, helping us assess the curriculum's relevance in preparing students for further education or the workforce. It aids in identifying areas for improvement and

alignment with the evolving job market demands. Moreover, this study underscores education's critical role in shaping youth's future by connecting classroom learning to the real world. It emphasizes holistic development, career guidance, and lifelong learning. Additionally, it highlights the importance of ongoing support and mentorship for graduates as they transition into the professional world. In conclusion, the Tracer Study on K to 12 Curriculum Exits is an indispensable tool for educational institutions and policymakers. It not only assesses the past but also guides us towards a more responsive and forward-thinking educational system, benefiting graduates and society as a whole.



Saving Students At-Risk of Failing or Dropping Out Through Project Elisardo: “Bantay-Alalay, Araling Binigyang-Buhay”

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October 2022

ABSTRACT

San Antonio National High School Parañaque has been dedicated to achieving its purpose to support all its learners and parents by facilitating the best ways and efforts in providing them tools to thrive in distance learning. This study investigated the effectiveness of Project ELISARDO: “Bantay-Alalay, Araling Binigyang-Kulay” in improving the submission rate of the students, thus saving them from failing or dropping out this school year 2021-2022. The participants of this study were the 56 sections from grades 7 to 10 consisting of 2,863 learners who were officially enrolled in the school for the school year 2021-2022 as reflected in Learner Information System (LIS) Beginning of School Year (BOSY) Enrolment. The data were collected by utilizing the Project ELISARDO: “Bantay-Alalay, Araling Binigyang-Kulay”, a color-coding tool where all of the subject teachers accomplish the google sheet link every week to record the submissions made by the students. Moreover, this color-coding tool was an instrument fit for data collection. It was developed to allow advisers to identify who among his/ her students were compliant and not compliant with the submissions needed. Data gathered by the team ELISARDO were utilized by the Grade Level Coordinators, advisers, and subject teachers in identifying Learners At Risk (LARs) and after which, appropriate interventions were applied based on each learner's needs. The descriptive method of research was employed to determine the participants' level of progress in submitting their output based on the data collected using the color-coding tool. Moreover, mixed method of research was utilized to achieve the objectives of the study. This supported study results that were achieved through the monthly report of Students' Submitted Output and Progress Monitoring Form. Findings of the study revealed that early identification of

Learners At Risk (LARs) greatly helped the teachers in saving their students from failures or dropping out. The school had 2 dropouts for the school year 2020-2021 and for this school year, 2021-2022, SANHSP achieved zero dropout. This can be attributed to the Project ELISARDO: “Bantay Alalay, Araling Binigyang Kulay.” The color-coding tool indeed helped the school in achieving their target of zero failure or dropout for the school year 2021-2022. In the end, hard work and cooperation of the whole school community can go a long way of achieving the target Key Performance Indicators for the school year.

Keywords: *Project ELISARDO, color-coding tool, compliant, non-compliant, Learner’s At-Risk (LARS)*

REFLECTION

From this study, the researchers have realized that academic support or interventions are very helpful to help students succeed academically. Through Project ELISARDO, non-compliant students were identified and through the home visitation made by the advisers, it was revealed that these students were in dire need of gadgets, load allowance, sim cards and even snacks. With the strengthened BAYANIHAN Spirit among internal and external stakeholders through BRIGADA ESKWELA, ADOPT-A-SCHOOL, and SANHSP Cares Program, the school was able to solicit gadgets and load allowance and other necessities for the whole year for these students amounting to P958,430.00. In line with these noticeable successes and improvements of Project ELISARDO, it is still recommended to continually expand, and amend this program if needed, including the existing functions and procedures of the scheme. Other schools or institutions may also utilize or adopt the same scheme as it has already established success and benefits to all learners and parents of the SANHSP community. This incoming school year 2022-2023 where BLENDED LEARNING VERSION 3.0 will be implemented, SANHSP teachers and administrators will still continue to monitor the learners’ submission constantly and rigidly as possible. Indeed, monitoring the output submission is important so that teachers can make better decisions about the type of assistance and remediation the school can extend to the learner/s at the earliest possible time. Thus, Project ELISARDO will always be enhanced and implemented.

Implementation of Sustainable Community Linkages Programs in Augmenting Parents'/Guardians' Involvement

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October 2022

ABSTRACT

Parental involvement in school plays an important role not only in students' academic success but also in implementing projects that promote school's advocacies, campaigns, and other programs on ensuring the delivery of quality education. This study aimed to develop a deeper understanding of the parents, teachers, and students' perception on the possible factors affecting the engagement and participation of parents/guardians in the implementation of school programs. Furthermore, recommend possible plan of action that will promote parental involvement in school. The study utilized mixed-method to analyze the results of the 875 responses of PARSCI parents, students and teachers. In the study, both parents from the JHS and SHS agreed that their involvement is essential for their child's educational success. On the other hand, the student's perception of their parent's involvement in school revealed that JHS students strongly believed in the importance of parental involvement in their educational success compared to SHS students. In addition, teachers support the idea that parental involvement is an essential factor in sustaining community linkages. The following themes were also deduced from the suggestions to improve parental involvement, open communication, and inclusion of parents in different school programs. As a result, the following programs are proposed: Establishment of official PARSCI channel thru Viber and Telegram and a School Diary or an e-Diary for official announcements, conduct of PARSCI Open House, Brigada Pamilya and Recognition Day for Most Valuable Parents (MVP) per quarter.

Keywords: *parental involvement, parental support, guardian, parental engagement, linkages program, secondary education, Parañaque Science High School*

REFLECTION

The researchers realized that some of the initial plans were not fit for the set timeline. Other parts of action research shall be done in the next succeeding cycles of the study. The next cycle of the research which includes the implementation of the suggested programs and activities in the Action Plan would verify if there were improvements and sustainability of parental involvement in ParSci. Also, in order to assess the realization of the program. Further research must also be done after the implementation of various programs that would address the current issues based on the answers of the parents, students, and teachers. Based on the data gathered, it was noted that students and parents have opposing views in the presence of parents in school. It

is highly likely that these views have hindered the optimal participation of parents in school activities. Furthermore, parents claimed that attendance in PTCs and other school-related meetings is fundamental in supporting their children's education. However, school data said otherwise. It was also observed by advisers that as the grade level of the child increases, the appearance of parents during meetings and conferences decreases.



Leadership Style in the Contextualization of NDRRM Framework in the Light of Pandemic

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December 2022
SEF (PCERGI 2022)

ABSTRACT

This research is anchored from the Philippines' National Disaster Risk Reduction Management Framework under RA 10121, also known as NDRRM Act of 2010. The DRR process' performance is reliant on strong national ownership and leadership. The country faces increasing disaster and climate risks because of dynamic combination of natural and human-caused hazards, exposure, people's vulnerabilities, and capacities. There is an imperative need for institutional mechanisms so that Filipino-children can live in safer, adaptive, and disaster-resilient communities as they progress toward sustainable development. This study intends to determine the leadership styles for contextualization among school leaders in SDO-Pasig. The researcher employed mixed convergence-an online survey for Quantitative part, virtual interview for Qualitative. Furthermore, triangulation was utilized. It revealed that NDRRM-school level of readiness on prevention-mitigation, preparedness, response, and disaster rehabilitation-recovery are executed and contextualized. Consequently, transformational, charismatic and democratic leadership styles are espoused by the school leaders for contextualization on NDRRM in the light of pandemic. Moreover, there was strong positive correlation between the level of readiness and leadership styles being espoused. Alternatively, school leaders advocated their existing NDRRM practices about involving stakeholders in providing adequate contingency plan that will cascade disaster-awareness and survival skills among schools when risks and pandemic arise. Providing constant monitoring of health status of the entire school towards effective resilient NDRRM plans and maintain safety-security by creating teams in offering psychosocial support to the wellness of school community. Hence, strategic plan has been proposed which contains the area of emphasis based on the results of study.

Keywords: *contextualization of NDRRM, disaster preparedness, disaster response, disaster rehabilitation and recovery, prevention and mitigation leadership style.*

REFLECTION

Strategic plan for contextualization of NDRRM was constructed based on the convergent findings of the study. The best practices of various leading schools should be adapted, acquired, and applied by all schools for the effective implementation of DRRM in the times of a pandemic and disasters. The school leaders should effectively implement the contextualized NDRRM framework to provide readiness and better understanding on disaster prevention and mitigation, preparedness, response and rehabilitation and recovery. The Department of Education must ensure professional development programs for contextualization of NDRRM framework and for system level decision makers to support mechanism and strategies to assist school leaders develop their knowledge, skills and leadership style. Thereby, school leaders will understand the critical role that they play in facilitating the implementation of NDRRM in schools to improve the readiness of all stakeholders and the school community. Furthermore, the school should facilitate and allocates appropriate funds to reduce vulnerability and increase resilience in disaster- risk financing program to successfully implement NDRRM.



Development of Inclusive Education Competency Scale for Regular Teachers Accommodating Learners with Special Educational Needs

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February 2022
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ABSTRACT

Inclusive Education (IE) is an education system that includes all students, accommodates, and guides them to learn regardless of their gender, color, economic background, and abilities. IE means preparing the curriculum, school buildings, and facilities accessible to all children. IE Teachers need a wide range of training to improve their knowledge and skills, expertise, pedagogical approaches, and methods, including appropriate materials to accommodate and address the needs of the learners. The purpose of the study was to develop a scale to assess the skills required by regular teachers accommodating learners with special educational needs (LSENs) in an inclusive setting. The validity of the items, which consist of four components of learning: (Psychomotor skills, Socio-emotional skills, Cognitive-communication skills, and Daily living skills) under LSEN, was established using an Exploratory Factor Analysis (EFA) with 100 data sets. Based on Cronbach α reliability test, 98 items were found reliable and can be used to plan a feasible training program. The overall result demonstrated that when data are well conditioned (i.e., high, low f, high p), EFA can produce reliable results even when minor distortions exist. Such conditions may be unusual, but

they should not be ruled out given the study's excellent reliability test results (>.90).

Keywords: *competency scale, inclusive education, Exploratory Factor Analysis, LSEN*

REFLECTION

The study's findings could be used to plan appropriate training and workshop for teachers who will be dealing with LSEs in an inclusive setting. This is critical since some designed training typically focuses on LSEs' disabilities rather than developing teacher competencies. Furthermore, because of the study, it was found out that regular teachers must have the skills (items) to improve their potential as LSEs teachers. Regular teachers' competencies can be enhanced if appropriate training and mentoring to provide professional assistance and guidance are well-planned and designed. The developed scale will serve as a baseline for the institution's impending training program for regular teachers dealing with LSEs in an inclusive setting. The developed scale is not faultless, so future researchers must be comfortable with the detailed process of developing a new measure or construct, particularly as it pertains to avoiding theoretical and methodological errors or at least mentioning them as limitations if they occur. Researchers request a discussion, as well as suggestions for future research. This paper contributes significantly to the literature because it provides a comprehensive set of item recommendations.



Conflict Management Styles of Secondary School Heads: Inputs for Evidenced-Base Decision Making

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December 2022
BERF

ABSTRACT

In our current situation, conflict is normal and part of our daily lives. Particularly in school, conflict can be seen as part of the challenges of the school administrator. However, conflict needs to be effectively managed in order to contribute to the success of the organization. The purpose of this study was to find out the conflict management styles of selected public secondary school heads in the Division of Quezon City. The study attempted to answer the central question: What conflict management styles can be found out for the public Secondary School Heads in the Division of Quezon City? The researcher used descriptive-qualitative research design and utilized case study, specifically, multiple-case study. Six public secondary school heads from each division of the school's division of Quezon City purposely selected from this study. For the quantitative analysis, general

reference tables were utilized for the comparison of the conflict management styles of school heads. For the qualitative analysis the study used thematic coding. Based on the findings, the perceived conflict management style of the school heads in the Division of Quezon City was collaborative which meant that school heads in the Division of Quezon City were willing to cooperate and listen to others. Specific implications and recommendations were made based on the findings, and one of these is for the Schools Division Office of Quezon City to organize a capacity building seminar which focuses on conflict management styles of the school heads to enhance their competencies especially to the new school heads. A replication of the present study will be conducted outside the division of Quezon City.

Keywords: case study, conflict management styles, qualitative analysis, public secondary school heads

REFLECTION

From the previous studies, there was this gap on conflict management styles of Secondary School Heads that only new theory can explain. This was the reason the researcher came up with these conflict management styles because the researcher did not see any existing study particularly in the Division of Quezon City that would explain how school principals should be prepared for these conflicts. The study could only speak of the experiences of the six (6) selected public Secondary School Heads in the Division of Quezon City. Hence, it cannot be used to generalize those of other public secondary school heads of other Division. The conflict management styles of the school heads in the Division of Quezon City are Collaborating which means both sides are willing to cooperate and listen to others. A combination of being assertive and cooperative, those who collaborate attempt to work with others to identify a solution that fully satisfies everyone's concerns. The Conflict management styles practices of the school heads differ from each other simply because they have different school culture. But one thing is for sure, they all wanted not to have conflict in school. Finally, the secondary school heads in the Division of Quezon City see to it that this can be seen in one of the MATATAG agenda which is Ma to embed the culture of peace in our curriculum.

Development Supplementary Psychosocial Learning Activity Sheets for Homeroom Guidance

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October 2022
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ABSTRACT

The COVID-19 pandemic has introduced many challenges to students. Psychosocial experiences and issues have been one of the most common problems faced by the learners. This study determined the level of stress of the Senior High School learners of Taguig National High School, their psychosocial experiences during a pandemic, and how they cope with the negative impacts of those experiences. It employed a descriptive-qualitative research design. A researcher-made questionnaire and a written interview questionnaire were used as the instruments to gather pertinent data. This study showed that SHS learners' level of stress during the pandemic was 2.43 which was interpreted as Very Stressful (VS). Based on the result of the written interview questionnaire which was thematically analysed, the researchers created supplementary psychosocial learning activity sheets that can serve as a support to the learners to help them cope with the stress and negative emotional and psychological effects of the pandemic. The created activity sheets are aligned with the Most Essential Learning Competencies of the Homeroom Guidance Program. The validated supplementary learning activity sheets are highly recommended for field testing at the school level. Facilitators of the Homeroom Guidance Program or any teacher shall provide the activity sheets to the SHS learners who are observed or identified as having psychosocial problems.

Keywords: *development, emotional, homeroom guidance, psychological, psychosocial, social, stress, validation*

REFLECTION

During difficult times, it is important that the school and its teachers make efforts to support learners' psychosocial needs. In addition to mental health education in high schools, early interventions and programs can lessen school pressures as learners acquire good coping mechanisms to deal with stress and encourage effective stress reduction techniques. Addressing school-related stress among adolescents during COVID-19 is one way to help students avoid depression, low self-esteem, and suicidal ideation. Developed and validated activity sheets must be created based on the psychosocial experiences and ways the respondents cope with the negative emotional and psychological impacts of their experience during a pandemic. Even though the pandemic will end shortly, there must still be continuous mental health and psychosocial support for learners.

The Use of Class Dojo as a Gamification Tool to Increase Students' Performance in Teaching Patakarang Pampolitika of Araling Panlipunan 5

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July 2023

ABSTRACT

This action research was conducted to address the issue of low performance among fifth-grade students in the subject of *Araling Panlipunan*, specifically focusing on the topic of “*Patakarang Pampolitika*” at Paso de Blas Elementary School. The primary objective was to assess the impact of employing ClassDojo as a gamification tool on students' academic performance in teaching “*Patakarang Pampolitika*” within the *Araling Panlipunan 5* curriculum. The study followed a quasi-experimental design, employing pre-test and post-test questionnaires to gauge the performance of two distinct groups: the controlled group and the experimental group. The research included 36 participants from a single section of Grade 5, selected through purposive sampling technique. The participants were evenly divided into these two groups, with one serving as the control and the other as the experimental group. The findings of the study demonstrated that the experimental group exhibited significantly higher retention of learning compared to the control group. This outcome underscores the positive influence of employing the gamification strategy with the aid of ClassDojo on students' academic accomplishments. Furthermore, the research highlighted the positive correlation between gamification and motivation levels, aligning with earlier studies that emphasized gamification's potential benefits in education, particularly in fostering enhanced engagement and motivation among learners. However, it is essential to approach the integration of gamification thoughtfully, incorporating robust evaluation methods to ascertain its efficacy. This research contributes to the understanding of how gamification, specifically through tools like Class Dojo, can be harnessed and utilized to improve both academic achievement and motivation among the students.

Keywords: *classdojo, gamification*

REFLECTION

The results of this action research indicate that employing ClassDojo as a gamification tool positively influenced the academic performance of students. This implies that the gamification strategy, utilizing Class Dojo, has the potential to enhance students' scholastic achievements. Furthermore, the study revealed that gamification exerts a constructive impact on motivation levels, resulting in observed heightened engagement and increased participation among learners. These findings are consistent with prior research, emphasizing the promising outcomes of gamification in educational settings. The enlightening aspect lies in witnessing how the adoption of gamification, particularly

through tools like ClassDojo, has the ability to revolutionize the learning encounter and bolster students' academic progress. This study has highlighted the advantage of integrating gamification tools, such as ClassDojo, not only in teaching "Patakarang Pampolitika" but also across various subjects, benefiting both students and educators alike. The achievement of this study stems from the effective implementation of gamification principles and the utilization of ClassDojo as a motivational instrument, alongside students' enthusiastic involvement in gamified lessons. These discoveries underscore gamification's potential in reshaping classroom dynamics and fostering a positive educational setting. As a committed educator, these findings substantiate my intention to seamlessly integrate gamification tools, including ClassDojo, into my forthcoming teaching methodologies.



Improving the Academic Performance of Grade 7 Students in Physics Using Science Interactive Notebook (SIN)

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March 2023

ABSTRACT

This study aims to determine whether the use of Science Interactive Notebook (SIN) would improve the academic performance of Grade 7 students in Physics.

The study used a mixed-method research design comprising philosophical assumptions and inquiry methods. The researcher used a quantitative research design, pre-test, and post-test questionnaire for 30 students for the control group and another 30 students for the experimental group to utilize the Science Interactive Notebook (SIN). The qualitative type of research was utilized through a semi-structured interview, which was used to determine the perception of the students towards the Science Interactive Notebook (SIN). Statistical analyses, including means and independent t-tests, were utilized. For qualitative analysis, there were ten (10) randomly selected students from the experimental group for this purpose. Based on the findings, there is a minimal difference between the pre-test mean scores of the control and experimental groups. This means that the groups have the same level of knowledge about the topic. On the contrary, the post-test scores of both groups have a big difference since the control group has a mean score of 14.67 while the experimental group has a mean score of 19.6. It simply means that the researcher's intervention had a significant positive impact on the academic performance of Grade 7 physics students. Qualitative findings revealed that the students perceived the developed Science Interactive Notebook (SIN) as helpful in understanding their lesson well and improved their academic performance as well.

Keywords: *academic performance, Science Interactive Notebook (SIN)*

REFLECTION

Throughout the research process, several insights emerged. The success of the SIN approach was closely linked to the level of student involvement and ownership in the learning process. Creating and personalizing the notebooks empowered students, giving them a sense of agency in their education. Additionally, the study highlighted the importance of ongoing assessment and feedback to fine-tune the implementation of SIN. While the positive outcomes were promising, further research could explore the long-term impact of SIN on students' overall learning habits and academic performance beyond the scope of a single rating period. In conclusion, the study substantiates the effectiveness of Science Interactive Notebooks in enhancing academic performance in Physics. By bridging the gap between theory and application and promoting active engagement, SIN offers a promising avenue for educators to elevate the quality of science education and foster a deeper understanding of complex subjects among students.



Kabisaan ng Aplikasyong Bloom Software Sa Pagtuturo ng mga Salitang Magkakatulad at Magkakaugnay Sa Kahulugan sa mga Mag-Aaral ng Baitang 10

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May 2023

ABSTRAK

Ang pagtatasa ay isa sa pinakabalidong paraan para sukatin ang pagganap at tagumpay ng mga mag-aaral lapatan pa ng teknolohiya. Ang integrasyon ng teknolohiya ay nakatutulong upang mapagting ang kolaborasyon sa pagitan ng guro at mag-aaral. Ang pananaliksik na ito'y patungkol sa kabisaan ng Aplikasyong *Bloom Software* sa pagtuturo ng mga salitang magkakatulad at magkakaugnay sa kahulugan sa mga mag-aaral ng Baitang 10 mula sa Valenzuela National High School, taong panuruan 2022-2023. Ito ay isang kagamitang pampagtuturo na bunga ng teknolohiya kung saan ang nilalamang lunsaran na sariling likha ng mga mananaliksik ay malikhain, malinaw at madaling maunawaan, samantala ang pagtatasa sa mga gawain at pagsasanay ay aksesibo, at interkaktibo. Ginamitan ito ng *Quasi-Experimental Research Design*, ang mga respondente ay itinalaga sa mga pangkat batay sa hindi random na pamantayan. Ginamitan ito ng *pre-test* at *post-test*, talatanungan, at panayam upang malaman ang makabuluhang pagkakaiba ng mga iskor ng mga mag-aaral bago at pagkatapos maisagawa ang pag-aaral, gayundin ang naging danas ng mga mag-aaral sa pagsasagawa nito. Ang pangkat comparison ay ginamitan ng tradisyunal na pamamaraan at ang pangkat treatment ay ginamitan ng Aplikasyong *Bloom Software*. 25 na kalahok sa bawat pangkat ang sumailalim sa pag-aaral. Dinetermina ang makabuluhang pagkakaiba sa mga mean batay sa *pre-test* at *post-test*. Batay sa resulta

ng *t-test*, mas mataas ang *computed t* (5.12) sa critical value (2.01) nangangahulugan na ang Aplikasyong *Bloom Software* ay mabisa. Sa kabuuan, naging maganda ang dalang hatid ng pamamaraang ito batay sa danas at pananaw ng mga mag-aaral.

Mga Susing Salita: kabisaan, aplikasyong bloom software, pagtatasa, interaktibo

REFLECTION

Ang Aplikasyong Bloom Software bilang kagamitang pampagtuturo sa pagtalakay ng pinakamahahalagang kasanayan o kompetensi ay may malaking bentaha at tulong. Una sa mga mag-aaral, sila ay nabibigyang pagkakataon na matuto sa sarili nilang kakayahan habang ang guro ay tagapaggiya lamang sa daloy ng aralin. Ang mga gawain at pagsasanay ay interaktibo kung kaya't sila ay aktibo at atentibong nakikilahok. Pangalawa sa mga guro, higit na mapagtatanto ng guro na siya ay mahalagang sangkap sa pagtuturo at pagkatuto ng mga mag-aaral, ang kaniyang kasanayan sa paglikha ng mga kagamitang pampagtuturo at ang walang patid na paggalugad ng mga akmang kagamitan na maihatid ang mga aralin at kasanayan ay kinakailangan sa anomang pagkakataon at sitwasyon. Panghuli sa administrasyon, ang kanilang suporta sa mga programang huhubog pa lalo sa mga kasanayan, kakayahan at talento ng mga guro ay matamang ihanay at ipagkaloob bilang kawing sa pagpapaulad propesyunal ng bawat isa.

**Project A-Cure (Arcademia: Catch-Up Reading Enhancement) Kagamitang
Pampagkatuto sa Paglinang ng Kasanayan sa Pagbasa ng Piling
Mag-Aaral sa Baitang 7**

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May 2023
BERF

ABSTRAK

Ang pagbasa ay isa sa pinakamahalagang makrong kasanayan na dapat linangin at kamulatan ng mga mag-aaral mula sa pinakapundasyon ng pagkatuto. Ang Dibisyon ng Valenzuela sa Kagawaran ng Filipino ay isinusug ang Project CURE (*Catch-Up Reading Enhancement*) upang maiangat ang kasanayan sa Pagbasa at ang Pag-unawa sa Binasa (PB). Ang mga salik na nakaapekto sa mga mag-aaral sa pagbasa at pagbasa ng may pag-unawa ay minarapat na lapatan ng kaagarang lunas kung kaya't ang mga mananaliksik ay nagsagawa ng isang programang pang-interbensyong na nakaangkla sa programa ng Kagawaran na tumugon sa suliraning ito - ang Project A-CURE (*Arcademia: Catch-Up Reading Enhancement*) binubuo ng mga kagamitan sa pagbasa na sinalalayan ng mga laro na akma, kawili-wili sa interes at angkop sa panlasa ng mga mag-aaral. Ang mga mag-aaral ng Baitang 7 ng Valenzuela National High School, taong panuruan 2022-2023 na nasa Antas ng Pagkabigo o *Frustration Level* ang sumailalim sa programang ito. Ginamitan ito ng *Quasi-Experimental Research Design*, ang mga respondente ay itinalaga sa mga pangkat batay sa hindi random na pamantayan. Ginamitan ito ng *pre-test* at *post-test*, talatanungan, panayam at rubrik sa pagbasa. Ang pagsusulit ay may 20 aytem na may pinagpilian. Batay sa resulta ng *t-test*, mas mataas ang *computed t* (17.46) sa *critical value* (2.05) nangangahulugan na may malaking kabuluhang pagkakaiba sa mga iskor bago at pagkatapos gamitin ang interbensyon na Project A-CURE. Sa kabuuan, nagkaroon nang malaki at mabuting dulot ito sa mga mag-aaral batay sa paraan ng pagbasa, kahandaan sa pagbasa, tinig at bigkas, at pag-unawa sa binasa.

Keywords: *Arcademia, Catch-Up Reading Enhancement, interbensyon*

REFLECTION

Ang Project A-CURE (Catch-Up Reading Enhancement) ay nadibuho upang malinang ang kasanayan ng mga mag-aaral sa Pagbasa (P) at Pag-unawa sa Binasa (PB). Binuo ang mga gawain at pagsasanay na nilapatan ng elektroniko na pinagsanib sa iisang sisidlan na aksesibo kapwa sa guro at mag-aaral, mga sariling-likhang laro na akma, kawili-wili sa interes at angkop sa panlasa ng mga mag-aaral. Sa kabilang dako, nagkaroon nang malaking kapakinabangan ang programa sa sumusunod: Una sa mga mag-aaral, nalinang sa kanila ang isa sa pinakamahalagang makrong kasanayan, ang pagbasa at pagbasa

ng may pag-unawa, nabigyang ng pagkakataon na matuto sila sa kanilang mga sarili at naipakita ang kanilang husay sa paggamit ng elektronikong na akma sa kanilang mga hilig at interes; Ikalawa sa mga guro, nakapagbigay ng inspirasyon na bumuo ng sariling likhang kagamitan na magagamit kapwa sa pagtuturo at pagkatuto, at pumukaw sa kanilang mga damdamin na mahalin nang higit ang kanilang mga propesyon; Panghuli sa administrasyon ng paaralan at sa Kagawaran ng Filipino sa Dibisyon ng Valenzuela na magbigay pa ng mga pagsasanay at palihan para sa mga guro hinggil sa mga makabago pang estratehiya upang suportahan ang mga programang pangkagalingan ng mga guro at mag-aaral.



Paglinang ng Kasanayan sa Pagbasang May Pag-Unawa ng Nobela Gamit ang Interaktibong E-Dagdag Aral Hub ng mga Mag-Aaral sa Ikasampung Baitang

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ABSTRAK

Nilayon ng pag-aaral na matukoy ang bisa ng E-Dagdag Ara Hub bilang kagamitang pampagkatuto sa paglinang ng kasanayan sa pagbasang may pag-unawa ng nobela sa mag-aaral ng ikawalong baitang ng Valenzuela National High School sa Taong Panuruan 2022-2023. Pumili ang mananaliksik ng dalawampung (20) respondente para sa pangkat kontrol at dalawampung (20) respondente sa pangkat eksperimental sa pamamagitan ng simple random sampling gamit ang *Stat Trek website*. Ang pananaliksik ay gumamit ng *quasi-experimental* na metodo na may *pre-test* at *post-test* na disenyo. Nagsagawa rin ang mananaliksik ng *Focus Group Discussion* upang matukoy ang kahinaan at kalakasan ng kagamitan. Ang instrumentong ginamit tulad ng *pre-test* at *post-test* ay dumaan sa *reliability testing* gamit ang *Cronbach's Alpha* at binalido ng mga eksperto sa loob ng paaralang tinuturuan. Ang pangkat kontrol at pangkat eksperimental ay parehong tumanggap ng *pre-test* patungkol sa nobela na pinamagatang “Ang Kuba ng Notre Dame” ni Victor Hugo. Ang pangkat eksperimental ay nilapatan ng E-Dagdag Aral Hub samantalang ang pangkat kontrol ay tradisyonal na pamamaraan. Matapos ang isang linggong pagtalakay ng aralin, ang mananaliksik ay nagbigay ng *post-test* sa dalawang pangkat bilang ebalwasyon sa paglinang ng pagbasang may pag-unawa ng nobela. Batay sa resulta, ang mga mag-aaral na gumamit ng Interaktibong E-Dagdag Aral Hub ay kinakitaan ng pagtaas ng iskor sa *post-test* kumpara sa mga mag-aaral na gumamit ng tradisyonal na pamamaraan. Pinatunayan ng mga datos na nakalap na mayroong makabuluhang pag-unlad ang mga mag-aaral na gumamit ng Interaktibong E-Dagdag Aral Hub sa paglinang ng pagbasang may pag-unawa ng nobela.

Mga Susing Salita: *pagbasa, pag-unawa, e-dagdag aral hub, nobela*

REFLECTION

Ang resulta ng pag-aaral na ito ay naglalayon na malinang ang pagbasang may pag-unawa ng mga mag-aaral gamit ang Interaktibong E-Dagdag Aral Hub. Sa pamamagitan ng kagamitang ito, hindi lamang natututo ang mag-aaral, nabibigyan din ng pagkakataon na tuklasin at unawain ang aralin nang may pananabik at kasiyahan sa sarili. Ang E-Dagdag Aral Hub ay nagtataglay ng iba't ibang interaktibong gawain na kinawilihan ng mga mag-aaral. Ito ay binuo at pinag-isipang mabuti upang matamo ang mataas na antas ng pag-unawa lalo't higit sa kasanayan ng pagbasa. Batay sa mga datos at sariling panayam sa mga respondente ay naging mabisa ang nalinang na kagamitang pampagtuturo ng mananaliksik. Sa kabilang banda, ano pa't ito ay may magandang bunga, hindi mapasusubalian na may balakid na kinaharap habang ito ay isinasagawa - sa aspetong kung paano makabubuo ng isang salalayang tiyak na makahihikayat, gayundin kung paano uumpisahan, bubuoin at iaangkla sa aralin. Bagama't matagumpay na naisagawa ang risert, umaasa pa rin ang mga mananaliksik na patuloy na pagandahin at pagyamanin pa ang ganitong uri ng kagamitan sa pagtuturo. Dagdagan at lakipan pa ng iba't ibang kasanayang huhubog sa mga mag-aaral upang malinang ang kanilang pag-unawa sa pagbasa sa palipas ng panahon.

Gabay-Linang, Alternatibong Babasahin sa Filipino-Phil-IRI(GLAB-FIL) - Kagamitan sa Pagpapaunlad ng Maunawang Pagbasa ng mga Piling Mag-aaral sa Baitang 7

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ABSTRAK

Ang pagbasa ay makrong kasanayang itinuring ding malaking hamon sa ating lipunan. Bago ang pandemya ay malaking suliranin na ng mga guro ang kawalan ng interes ng mga mag-aaral sa pagbasa na sanhi ng pagbaba ng kanilang puntos sa mga pagsusulit at gayundin ng kanilang marka. Dahil dito nalikha ang aksyong pananaliksik na ito upang matukoy ang antas ng pag-unawa ng mga mag-aaral sa baitang 7 batay sa literal, mahinuha at kritikal na pagbasa. Gumamit ang mananaliksik ng *purposive sampling* upang mapili ang mga mag-aaral na makikisangkot sa gawaing GLAB-Fil kung saan ang mga mag-aaral na lalahok ay mula sa mga batang nakakuha ng markang 13 pababa. Hinati ang mga ito sa dalawang pangkat at tinawag controlled at *experimental*. Nagsagawa ng *pre-test* at *post-test* ang mga mananaliksik at ito ay kanilang, itinala, tinaya at sinuri upang makuha ang resulta ng may pag-aanalisa, at interpretasyon. Ang resulta ng aksyong pananaliksik na ito ay nagpakita ng makabuluhang pagkakaiba sa pagitan ng *pre-test* at *post-test* ng mga mag-aaral kapwa sa pangkat *controlled* at *experimental*. Nagkaroon ng makabuluhang pagbabago sa tatlong kasanayan sa pagbasa, ang literal, mahinuha at kritikal na pagbasa. Sa kasalukuyan masasabing ang mga mag-aaral sa baitang 7 ay madali pa ring mahikayat ng makukulay at mga biswal na mga babasahin. Ang madalas na pagsasanay sa mga mag-aaral sa pagbasa ay nakatulong upang mapataas ang lebel ng kanilang pag-unawa sa mga binasa. Iminumungkahing magkaroon ng mas marami pang pagsasanay ang mga mag-aaral sa pagbasa. Iminumungkahi rin ang karagdagang pag-aaral sa pagbasa.

Mga Susing Salita: *makrong kasanayan, pagbasa, lebel ng pag-unawa sa binasa*

REFLECTION

Sa kasalukuyan ay maraming programang binuo ang dibisyon ukol sa pagtaas ng antas pangliterasi ng mga mag-aaral, gayunman ay nananatiling suliranin ang lebel ng pag-unawa sa binasa ng mga mag-aaral lalo na sa baitang pito kung saan dito nagkakaroon ng mga suliranin ang mga mag-aaral sa mga higit na malalim na nilalaman ng babasahin. Mahalaga na ang pagbasa ay hindi lamang sa paaralan nagagawa ng mga mag-aaral, gayundin dapat sa kanilang mga tahanan. Gawing abot kamay ng mag-aaral ang mga babasahin gaya ng paggamit ng mga onlone o software na kanilang magagamit sa mga gadget at pagbasa. Marapat lamang na kasabay ng mga programang panliterasi ay magkaroon ng mga programang hihikayat sa mga mag-aaral na bumasa upang makalikha ng mga mag-aaral na may mataas na lebel ng pag-unawa sa binasa. Ang patuloy na pagsanay sa mga mag-aaral na bumasa sa pamamagitan ng paglalapit sa kanila ng mga babasahin na may kalakip na mga gabay na tanong ay tunay na makahahasa sa kanilang antas ng pag-unawa na makatutulong na mapataas din ang kanilang kasanayang pangliterasi.



Give support to teachers to teach better



Captivating the Use of E-Rubrics: Basis for An Effective Assessment of Student's Peta (Performance Task) Among the Stem Subjects (Science, TLE, English, and Mathematics) in South Cembo Elementary School

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ABSTRACT

Performance tasks (PETA) are assessments that aim to measure what the students can do by demonstrating and integrating the knowledge, understanding, skills, attitudes, and values. In assessing the PETA of the students, teachers must use the appropriate rubrics that help teachers fairly evaluate the output of the student's work. The purpose of the study was to identify how effective the use of e-Rubrics was in assessing students' Performance Task among the STEM subjects (Science, TLE, English & Mathematics) and captivate students' interest in performing their task. According to Brookhart (2013), rubrics differ from rating scales, which have criteria but no performance level descriptions. Qualitative and developmental research designs were used and analyzed. All Grade six students are considered as the respondents of the study. Pre-test and post-test were given and tabulated. The scores were served to identify the impact of e-Rubrics on the students' academic performance. The pre-test mean was 50.00%, the post-test mean score was 76.32%. Average grades of the pupil's respondents from second quarter and third quarter were also tabulated and compared after the use of e-Rubrics in grading the student's performance task. The study shows a significant difference between the pre-test and post-test as well as the student's grade in third and fourth quarter. The participation of the students to the structured interview questions served and found that captivating the use of e-Rubrics a.) improved their PETA gearing towards high academic performance and attitude towards learning, b.) the utilization of e-Rubrics, ensure the best, accurate, consistent, and unbiased giving of scores to all the students that can captivate the ability of students to interact through the different activities. c.) student's feedback about captivating e-Rubrics as a strategy of the teachers was an excellent and very innovative form of assessment, and d.) e-Rubrics helped students clarify their error.

Keywords: *Performance Task, e-Rubrics, Assessment, Academic Performance*

REFLECTION

Captivating e-rubric serves to be a tool-developed for assessing the performance task of the students and provides more details than a single grade. e-Rubrics help teachers to give grades more objectively. Furthermore, e-Rubrics as a grading tool, addressed the needs and other issues related to PETA. It increase objectivity and reduces subjectivity, conveys timely feedback to students and they improve students' ability to include required elements in the given task. Overall, this study provides clear explanations for what every students expected to learn, as well as specify and define the objectives that form the learning object and give accurate indicators to students on what is understood by successful learning. Feedbacking is also an important factor in giving students' scores.

MeCHANIZING Project UpCAST: A Skills Training Program in Increasing Selected Teachers' Competencies on Technology Integration

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ABSTRACT

This study aimed to evaluate the effectiveness of Project UpCAST (Upgrading Competencies through Advanced Skills in Technology) among twenty (20) selected teachers from Panghulo National High School in enhancing their technology integration practices using the SAMR framework. The research involved a skills training program tailored to address teachers' specific needs and challenges when incorporating technology effectively into their teaching methods. The study employed purposive sampling and descriptive research. Data were collected through self-assessment surveys to assess participants' technology integration levels and perceptions before and after the intervention. The study significantly improved participants' technology integration skills post-Project UpCAST. Initially, 18 participants reported low to moderate integration levels, with only two at an advanced level. Subsequently, 17 participants increased their integration levels, with seven moving from Substitution to Augmentation. Among the 11 at the Augmentation level, eight advanced to Modification, 1 to Redefinition, while 2 remained at Augmentation. Remarkably, 1 participant progressed from Modification to Redefinition. This progression signifies a shift from basic to advanced technology integration. Furthermore, the study revealed a positive shift from 38.05 % to 44.05 % in the participants' perceptions of technology use in the classroom after the intervention. The statistical analysis using McNemar's Test confirmed a significant difference in the participants' technology skills levels before and after the implementation. The results of this study provide valuable insights into the effectiveness of targeted skills training programs like Project UpCAST in enhancing technology integration in education. The findings can guide educators, school administrators, and policymakers in implementing similar interventions to foster a technology-enabled learning environment that promotes student engagement, creativity, and academic success.

Keywords: *technology integration skills, SAMR framework, skills training*

REFLECTION

The researcher delved into educational technology's transformative impact on educators and students. Noteworthy experiences emphasized the importance of tailored skills training programs and ongoing professional development for teachers. Despite challenges in project implementation, the study's success suggests room for improvement, including the inclusion of a control group, diversified technology tools, and scaling opportunities. This journey enriched the understanding of educational technology's role in teaching and learning, inspiring future efforts in effective technology integration.

Utilization of Digital Manipulatives in Teaching Most Essential Learning Competencies: A Basis for Digital - Age Teaching Enrichment Activities

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MOOE

ABSTRACT

As we progress through the new educational standards, we are heading toward a high-tech digital age of education. Lessons must utilize technology in order to interest students rather than simply incorporate it. The efficacy of digital manipulatives as a teaching aid for MELCs was investigated in this study. This was created and completed using Google Slides, which was always online and free to use. In this study, the experimental group that received instruction using digital manipulatives and the control group that used physical manipulatives completed a pre-test and a post-test. The scores were gathered, compared, and analyzed using the mean percentage score (MPS). Both groups have improved after receiving their own instructional approaches using digital and actual manipulatives. After the results were tallied, it was observed that the experimental group achieved the most learned competency level for adjective competency, while the control group only attained a moderate degree of competency. The experimental group demonstrated the most mastery of using simple present tense competence, compared to the other groups' average mastery. Last but not least, both groups achieved an average level of mastery when employing the past tense of regular and irregular verbs. The results of the study showed how students obtain a better understanding of the most essential learning competencies when all of their senses are involved. It was found that, how students receive the lesson and its mastery has been more perceptive and involved, resulting in a more meaningful acquisition of competencies.

Keywords: *Digital manipulatives, Google Slides, Least Mastered Competencies*

REFLECTION

With the help of this research, an innovative teaching technique that teaches competency enhancement in addition to reading growth has been developed. The idea for this study came from school research that was conducted the previous academic year and was found to be useful for struggling readers. For the past two years, Google Slides have been utilized to reinforce learning, both in terms of reading comprehension and the acquisition of the most essential learning skills. The study's findings have shown that using technology in enrichment activities is considered to be successful and efficient, particularly when assistance is needed when situations involving least-mastered competences arise. Google Slides' technology caters to student attention and learning so that even the least learned lessons are efficiently retained by the pupils, achieving the intended outcomes through the mastery of the most fundamental learning competencies.

School Research Portal Version 2.0

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August 2023

ABSTRACT

Encouraging teachers to conduct research has been a challenge for the Research Committee of Ramon Avanceña High School since S.Y. 2017-2018. In S.Y. 2020-2021, the proponent developed a school research portal which was customized to seamlessly integrate, search, and manage the research activities of the school. However, since the portal is only installed via local host in the L.I.F.E. computer unit of the school, teachers have a hard time accessing the portal. This research was conducted to recreate and upgrade the school research portal for Ramon Avanceña High School. Specifically, this research aimed to: 1.) conduct a research portal functional requirement analysis in terms of features, advantages, and benefits (FAB); 2.) identify the school research portal administrators who will manage and maintain the system; 3.) recreate and upgrade the school research portal using Google Sites; and 4.) implement the school research portal to encourage more teachers to conduct research. Design Thinking was used in this study. The main features of the portal are: 1.) Home which contains the portal overview, announcements, upcoming events; 2.) About us which encompasses the SRC and the flow chart of research proposal evaluation; 3.) Research Papers which covers some BERF and Non-BERF proposed and completed research; 4.) Releases which comprises research-related issuances; and 5.) Contact Us which contains the contact details of the SRC and the portal developer. The School Research Portal Version 2.0, which will be implemented starting S.Y. 2023-2024, shall serve as the official repository of education research of Ramon Avanceña High School.

Keywords: *portal, problem-solving, research, research culture*

REFLECTION

Indeed, encouraging teachers to conduct research is a challenge for every Research Committee. The proponent firmly believes that having conducted this innovation project will enable her to strengthen the School Research Committee's campaign towards fostering a quality and sustained research culture in the school. The proponent is, therefore, excited to launch and to implement the School Research Portal Version 2.0 in S.Y. 2023-2024. The said portal shall serve as the official repository of education research of Ramon Avanceña High

Lessons Learned from the Monitoring of Literacy Programs for Learning Recovery in SDO Navotas

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ABSTRACT

This study aimed to assess the literacy interventions of the SDO Learning Continuity and Recovery Program for Grades 1-3 in Navotas City, Philippines, and understand the experiences of educators and stakeholders. The research employed various methods, including document analysis, individual reading profiles, interviews, and a post-monitoring feedback survey. Based on the Beginning of School Year assessment using the Comprehensive Rapid Literacy Assessment (CRLA), it was found that 70.36% of learners needed intervention in reading, with 53.53% needing full intervention on beginning reading. The End of School Year assessment revealed that while 55.62% of students met expectations, a significant proportion required intervention: 25.52% needed light intervention, 17.49% needed moderate intervention, and 1.38% needed full intervention. These findings underscore the need for targeted interventions to support learners who are struggling to meet expectations. The research identified several needs and challenges in educational resources and practices, program monitoring and evaluation, and support and collaboration. The experiences of educators and stakeholders were crucial in refining the support mechanisms and fostering a more collaborative and supportive learning environment. The study underscores the importance of continuous improvement and adaptation of our programs to ensure full literacy recovery for all learners. The identification and documentation of effective strategies in literacy interventions have underscored the commitment to a culture of ongoing learning and improvement, where best practices are identified, shared, and implemented across the board.

Keywords: *comprehensive rapid literacy assessment (CRLA), literacy interventions, targeted interventions, program monitoring and evaluation*

REFLECTION

Reflecting on the findings, it is clear that the journey to full literacy recovery is a complex process that requires a concerted effort from all stakeholders. The challenges identified in this study serve not as roadblocks, but as stepping stones towards refining our strategies and strengthening our resolve. As we continue to learn, adapt and improve, we remain steadfast in our commitment to ensuring that every learner is given the support they need to reach their full potential. The assessment results highlight critical areas for intervention and reveal opportunities to enhance our educational resources, monitoring practices, collaboration and targeted support. By carefully analyzing the experiences and

needs of educators, students and the community, we gain valuable insights that guide our path forward. Equipped with this knowledge, we can tailor our programs, strengthen our networks of support, and foster enabling environments where learners can thrive. While a significant proportion of students still require varying levels of intervention, the promising practices identified underscore that progress is possible. With sustained effort, adaptive approaches and unwavering commitment, we can ensure all learners achieve full literacy proficiency. The journey continues, but we move forward with focus, hope and collective purpose.



Project DIGEST: A Tool in Assessing the Utilization of the Homeroom Guidance Modules

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ABSTRACT

Project Digest serves as an innovative solution designed to assess the performance of students within the Homeroom Guidance Program (HGP) while streamlining and automating the process of generating individualized Homeroom Guidance (HG) Assessment Reports for each student. The tool is a response to the challenges faced by advisers when tasked with evaluating the HG modules of numerous students, aiming to reduce the burden on teachers and enhance the efficiency of the assessment process. This research is fundamentally focused on evaluating the practical utilization of Project Digest. It adopts a quantitative research approach and involves a sample of fifteen Grade 7 advisers at Moonwalk National High School. The study examines the effectiveness of the project by comparing the difficulties teachers faced in assessing student performance within the HGP before and after implementing Project Digest. Additionally, the research considers feedback from teachers regarding the tool's effectiveness and efficiency in achieving the expected results. Data analysis employs a combination of Descriptive Statistics, Mann-Whitney, and Kruskal-Wallis Tests to draw meaningful conclusions. The results are indicative of the tool's significant impact: prior to its utilization, 61.54% of Grade 7 advisers encountered difficulties in assessing HG modules, with 53.85% facing challenges in completing the HG Assessment Report. However, after implementing Project Digest, these difficulties were eliminated, reducing these percentages to 0%. Furthermore, advisers expressed their satisfaction with the tool, acknowledging its effectiveness and efficiency. It not only expedited the assessment process but also enabled fair and just evaluations of student performance with minimal time and effort investment. The success of this project highlights its potential for broader application.

Keywords: *Project Digest, Homeroom Guidance Assessment Report, Quantitative*

REFLECTION

The Homeroom Guidance Program is a comprehensive and dynamic initiative designed to equip learners with lifelong skills spanning academic, personal, social, and career development. The Department of Education (DepEd) envisions nurturing Filipino learners who possess self-awareness, problem-solving abilities, sound decision-making skills, and the capacity to plan for their academic success while promoting respect for diversity. Ultimately, this program aims to cultivate responsible citizens committed to the common good of society and love for their country while upholding the rights and responsibilities of global citizens. To support this vision, researchers have developed PROJECT DIGEST to aid teachers in evaluating the outcomes of learners participating in the Homeroom Guidance modules, facilitating fair and objective judgment aligned with DepEd's goal. The research journey revealed several valuable insights. Firstly, it empowered advisers to become effective evaluators of learners' outputs, fostering impartial and fair assessments. Secondly, advisers play a crucial role in the successful implementation of the Homeroom Guidance Program, emphasizing the importance of their commitment to the holistic development of learners. Thirdly, using this assessment tool saved advisers time, allowing them to attend to other learner needs and related tasks. Fourthly, most Grade 7 teachers found the evaluation tool user-friendly and efficient, eliminating the need for manual score calculation as it automatically generates assessment cards. Lastly, collaboration and engagement among advisers, colleagues, school administrators, and parents were essential to achieving the program's goals.

Development and Validation of Learning Activity Sheets in Oral Communication in Context

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December 2022

ABSTRACT

This study determined the oral communication needs of the students Moonwalk National High School. The needs were identified through a speaking test and based on the results, modules for the subject, Oral Communication in Context, were developed to help improve the students' least mastered skills in the use of the English Language. The study used descriptive-developmental method. The data collection of this study was done through purposive sampling technique. The respondents of the study were fifteen Grade 11 Senior High School students in the Technological Vocational Livelihood strand. The study utilized survey questionnaires and interviews in data collection. The analysis of students' language needs was done using the speaking rubric by TOEFL while the respondents' answers were categorized using a scaled speaking rubric. The findings of this study showed that the Senior High School students needs in oral communication centered on comprehension, pronunciation, intonation, stress, vocabulary, accuracy, communication, fluency, and interaction. The skills-based module in Oral Communication in English is appropriate in terms of validity and utilization as an instructional material for TVL Senior High School students. This study recommends that the module be evaluated every two to three years or every after try-out to update and enhance its content. Consultants or experts in the field of oral communication can be tapped to further improve its substance.

Keywords: *communication skills, least mastered skills, learning activity sheets*

REFLECTION

Based on the findings of the study, it could be inferred that the final product generated in this study, that is a skills-based module in Oral Communication in Context can be regarded as an essential instrument that is deemed necessary in the teaching and learning of Oral Communication subject as well as in meeting and attaining the language needs of Grade 11 TVL Senior High School students. In effect, the developed module could serve as an essential management tool in addressing the language needs of students. The study's findings also indicate that English teachers must address students' least mastered skills as soon as possible. Discuss the different least mastered skills acquired by the students. Increase the intensity of the English Brigada Pagbasa Program through the use of Learning activity sheets in Oral Communication in Context.

Extent of School-Based Management Implementation of Public Schools in the New Normal: An Aid of Empowering the Stakeholders to Notable Best Practices

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ABSTRACT

The research routinely provides technical assistance in order to gauge how much the School-Based Management (SBM) System is utilized in the schools. 171 participants were chosen at random from among the 44 public elementary and secondary school SBM coordinators/principal leaders of SDO Pasig City to participate and answer the questions. The results of the study showed that, as the educational system becomes increasingly decentralized, it is imperative to improve management of education at the school level. To improve education management at the school level and promote school quality in a decentralized system, school heads provide essential insights. Since it is important for the launch of education reform efforts and the design of in-service training programs for bolstering school leadership, schools must be prepared with the knowledge necessary to assess their own competence. The researcher also suggests that the participants have a basic understanding of what an SBM room looks like and how it was created or implemented. It would be wonderful to request a few messages from the principal or a teaching leader from that school. A PowerPoint presentation will also be used to discuss the essential components of a successful SBM implementation approach. The roles and duties of teachers and teacher leaders in an SBM system should then be distributed to the participants. To assist the teachers in creating effective SBM level of practices, the School Head follows effective leadership and management skills.

Keywords: *School-Based Management, Decentralization, Administrative Support, Physical Facilities, and Curriculum Relevance*

REFLECTION

The School-Based Management gives administrators, teachers, non-teaching staff, and students the chance to improvise and invent in the classroom in relation to curriculum, learning, leadership, and management issues that arise from their activities, creativity, and professionalism. The level to which SBM was implemented in SDO Pasig City had a favorable effect on the stakeholders and schools. 44 public schools' level of practice was identified, along with the best practices, and opportunities for innovation and improvisation were provided. These problems with curriculum, learning, leadership, and management that result from their activities, creativity, teamwork, and professionalism were addressed. Some Elementary and Secondary Schools' SBM implementation is benchmarked by other Schools Division Offices. By enhancing the accountability of principals and teachers to students as well as parents and teachers, this contributes to strengthening educational outcomes. It also enables local decision-makers to choose the proper inputs, enabling education policies to be relevant to local realities and needs.

The Use of Kotobee as a Learning Tool in Physical Education among Grade 8 Students

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ABSTRACT

Numerous universities, schools have been forced to immediately transition to online instruction as a result of the COVID-19 pandemic. Since no in-person classes were offered during these school closures, many institutions, including public schools, were forced to immediately switch to entirely online instruction. Many instructors and students who prefer in-person instruction have experienced a lot of stress as a result of the abrupt transition to entirely online education. However, many teachers have found it extremely stressful and challenging to create efficient online lessons in a short amount of time. This study aims to investigate the impact of using electronic books on Lingunan National High School students' academic progress. This research used the Quasi-Experimental design. The respondents of the study were 30 Grade 8 struggling learners of from section Daniel which are purposively selected to be the participants in the study. According to the findings, students in virtual and traditional programs differ significantly in a number of areas, including academic progress, the variety of learning resources available, flexibility while learning, and learning effectiveness.

Keywords: *e-books, academic progress, virtual programs, e-learning*

REFLECTION

The researcher has had a wonderful experience carrying out this action research. The researcher now understands how a learning tool might affect how students learn. In addition, the researcher was overjoyed to observe the students' happy expressions and reactions when they used Kotobee to answer questions or complete assignments. It was wonderful to observe the students sharing their own thoughts, interacting with one another, and enjoying the learning process. The teaching and learning strategy has transformed the typical classroom environment into one where students can freely express themselves, have fun, and collaborate effectively with their peers.

Open Space Technology (OST) as a Strategy in Fostering Teachers' Level of Engagement in Professional Development

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ABSTRACT

Open Space Technology (OST) is a methodological technique that enables self-organizing organization to handle complex problems in a short period of time. This study summarized the goal of a focal view of teacher scenario as follows: less intense form of teachers' engagement, the ability of involvement and thoughts is underestimated and limited knowledge of collegial collaboration. Teachers' engagement is an effective way to close this knowledge gap; utilizing OST focused on nurturing teacher professional development. This study used a mixed-method design to evaluate the lived experiences of teachers who participated in OST to raise their level of engagement. The study revealed that teachers have an average level of engagement in attending LAC sessions and the outcomes of using OST reveal a considerable rise in their level of engagement. According to a teacher engagement survey conducted to improve professional development (Wolbert-Gawron, 2020), scheduling sessions with different topics in teachers' training unites participants and offers a new way for teachers to have informal conversations and share meaningful teaching-learning experiences. The results reveal that there is a substantial difference between the before and after use of OST, indicating that continued use of this innovative strategy is effective. Themes emerged when teachers stated that OST helps them to freely share learning experiences in the classroom, provide feedback and recognition, and enable learning flexibility that promotes professional development. With a focus on the importance of boosting teachers' level of engagement in professional development, the study proposed that OST be included as a learning modality.

Keywords: *Open Space Technology (OST), Level of Engagement, Professional Development, Teacher, LAC sessions*

REFLECTION

Engaging LAC sessions and active participation of teachers have been executed as a direct result of this research. Numerous positive feedback from teachers have been recorded from the SQATAME after each LAC sessions. Open Space Technology (OST) was immediately adapted by the HRTD committee in School Wide Learning Action Cell, and it is currently being carried out at the school level. It is a clear indication that Open Space Technology enables set off methods to workout engagement and offers opportunities to render professional improvement through teachers' collaborative agencies in empowering the academic system, pledges better solutions for unexplainable teaching-learning problems. As a result of the study, teachers' professional development benefits from the possibility to facilitate their own learning in an interactive and reflective manner and this adheres to MATATAG DepEd agenda to give support to teachers to teach better.



