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WIN (sci-WORKSHEETS INITIATIVE IN THE NEW NORMAL) FOR LEARNERS' AT RISK IN MODULAR DISTANCE LEARNING MODALITY

Eden C. Acaylar, PhD, Phoebe Luna-Abarquez, M.S. Ed.

Covid 19 pandemic has paved the way for the implementation of Modular Distance Learning as an urgent response to ensure continuity of education. Hence, it was found out during the first month of the modular learning implementation that several learners did not answer or finish some of the English and Science modules which means they were not able to completely study the needed most essential learning competencies. To address the incomplete competencies gained by the learner, this study implemented an intervention named Project WIN (Worksheets Initiative in the New Normal) which aimed to help learners attain the most essential learning competencies. The participants of the study were the thirteen (13) Grade VI pupils for School Year 2020-2021. The study used the weekly home learning plans and answer sheets of the retrieved modules as the source of data. Focus Group Discussion was conducted through google meet and face to face to find out how the intervention helped the participants in attaining the most essential learning competencies. Data collected from the retrieved modules were analyzed using descriptive statistics like frequency and percentage. Data gathered from Focus Groups were also themed, transcribed and analyzed. With the implementation of the intervention, data revealed that there was an increase in the participants' level of gained learning competencies. Thus, learning with parents' participation, supported by online platforms, affect the status of studied most essential competencies in modular distance learning.

Keywords: Project WIN, Worksheets Initiative, Competencies

FLIPPED CLASSROOM AND PUPILS' PERFORMANCE IN SCIENCE – III

Ryan C. Tura

This study was conducted in pursuit of evaluating the effect of Flipped Classroom Model on the academic performance of Grade 3 learners in Science. The study used causal-comparative research- an experimental research design that involves quantitative analysis. Respondents involved are 23 select pupils. Classes were conducted through video presentations using the Zoom Cloud Meeting app. This study employed formative assessment and performance tasks as a tool in evaluating their performance in Science. Results were gathered and recorded in e-Class to track the learning progress of the learners. T-test was used to determine the difference between academic grades of learners before and after Flipped Classroom. Findings revealed that Flipped Classroom has a significant effect on pupils' performances in Science. However, challenges were encountered such as financial problems, lack of gadgets, and poor network connection. It is recommended that teachers should not limit their teaching strategies to the traditional ones, especially in this new normal. This study recommends that adopting globalization is essential and an embrace to change is highly advised.

Keywords: e-learning, flipped classroom, new normal education

ONLINE DISTANCE LEARNING, (ODL) STORYTELLING: IMPROVING ATTENTION, ACTIVITY LEVEL AND RELATED BEHAVIOR OF AUTISM PUPIL

Michael E. Ecoben

The study aimed to modify the behavior of pupil with autism specifically the attention, activity, and other related behaviors through online storytelling. The participant of the study belongs to the Online Distance Learning (ODL) Grade 6 class. Descriptive research designed was used. In gathering the data the teacher-rated the pupil before and after the storytelling in terms of the behavior being observed. In analyzing and interpreting the data, the frequency was used using the Behavior Checklist. The participant of the study was 11 years old. In over one month of the session of online storytelling, the pupil's behavior improves in terms of attention, activity level, and related behavior. Based on the findings, storytelling delivered through ODL positively affect the behavior of the pupil. The results of this study indicated that the use of storytelling as a teaching and learning method modifies the behavior of pupil with autism. The results indicated that when a learner is exposed to storytelling even in the online platform, he is most likely to engage himself in the learning process and practice reflective learning as he processes information on a deeper, more meaningful level. Furthermore, the participant displayed evidence of transformational learning in terms of attention, activity level, and related behavior. As stated earlier, much of the success of using storytelling as a teaching pedagogy relies on the storytelling skills of the storyteller, manner of delivery, and the relevance of the stories to the content of the course lesson. Storytelling plays an important role in modifying the behavior of mainstream pupils in the regular classroom. Teachers handling special education classes even in the new normal of education should employ this technique of storytelling because diagnosed pupils began to show positive behavior and learned more effectively. Stories help in the exchange of experiences from one individual to another. Now with the growth and accessibility of multimedia tools, the practice of storytelling as a counseling tool with children can be expanded through the use of technology. The creation of digital stories can be therapeutic.

Keywords: Online Storytelling, Autism, Mainstream Education, Attention, Activity Level

MOVIN (MOTIVATIONAL VIDEOS FOR INSTRUCTION): SELF-MADE VIDEOS TO INCREASE THE SUBMISSION RATE OF IPTS ON SCHEDULED TIME AMONG GRADE VI LEARNERS

Liane Mae A. Andilab Kristine Reyes Irychrist A. Daguplo Merry Chris M. Piel Eldenne Rae T. German

The current situation has not thwarted the desire of the school in general, and the teachers, in particular, to deliver and provide learning and education to the learners. The Department of Education issued DepEd Order No.31. s. 2020 or the Interim Guidelines for Assessment and Grading in light of the Basic Education Learning Continuity Plan which provides guidance on the assessment of student learning and on the grading scheme to be adopted this school year. Since it was identified that some learners had the difficulty in doing the performance tasks and submitting them on time, the teacher-researchers created the intervention MOVIN (MOtivational Videos for INstruction) as a learning material to guide the learners in doing the tasks. Among the 23 sections in Grade VI, Grade VI-H had the most number of cases of learners who failed to

submit the tasks on the scheduled time which made the respondents of this study. This research study used qualitative and quantitative methods. The learners were given the Learner's Learning Monitoring Plan which was used as the basis for this study. With the use of MOVIN, from 20 or 62.5% it became 28 or 87.5% of the learners successfully submitted the integrated performance tasks on the given scheduled time.

Keywords: performance tasks, instructional video, time-on-task

3M'S: (MANAN-AW, MAMINAW, MO-AWAT) A SHORT VIDEO CLIP LESSON IN LETTER SOUND RECOGNITION TO IMPROVE THE READING SKILLS OF KINDERGARTEN PUPILS ON DISTANCE LEARNING MODALITIES

Ofelia Tacluyan Abcede, Queenie Ganet Publio, Dioneta Sabino Bahian

The purpose of this study was to determine if there was an improvement in the learner's letter-sound recognition. On the child's report card, there were 51 pupils out of 68 were still in GS or (Gasugod), only 17 pupils were in GL or (Galambo) and none of the learners belong to MK or (Makanunayon) based on Child's Report Card for the first quarter. A survey revealed that parents need an intervention that can help their children in letter sound recognition even in this time of the pandemic. To respond to the needs of the pupils, the researchers used the triangulation method to come up with an intervention that can aid the parents in teaching their children in letter-sound recognition. The researchers create 3M's (Manan-aw, Maminaw, Mo-awat) a short video clip lesson for parents and learners in the letter-sound recognition and uploaded it to parent and teacher group chat for them to be able to watch the video. In four weeks of intervention, it was evident that the kindergarten, as well as parents, enjoyed, build confidence and motivated in guiding and teaching their children at home in producing the letter-sound recognition through the short video clip in which the teacher delivered the lesson. Therefore, the 3M's (Manan-aw, Maminaw, Mo-awat) is an effective intervention and reinforcement in addressing children's difficulty in producing the correct and proper recognition of letter sounds shown in their 2nd quarter Child's Progress Report Card.

Keywords: 3M's, Video Clip, intervention

METACARDS : AN INSTRUCTIONAL MATERIAL FOR TEACHING MATHEMATICS

Ruby L. Quilala

This study determined the level of performance of Grade 9 Learners with Hearing Difficulty (LWHD). An instructional material was used to help learners relearn piece by piece phase with the emphasis on mastery of the competency taught. The metal card used for the learning process is self-guided and leveled mathematics exercise on ordering and comparing integers. Each learner is working at the appropriate level and moving ahead at his or her own pace. This is also a reinforcement of the skills in which learners have shown weakness. This study employed purposive sampling in the choosing of the participants. The data were analyzed using descriptive and inferential statistics. The 8-sessions intervention was conducted for LWHD. Posttest was given after the intervention sessions. The results revealed an increase in the level of performance

of the participants as it reinforced the skills. It also observed the positive response of the participants during the activities. It helped them develop mastery of the topic. Furthermore, the use of meta card provided them practice independence and self-reliance and encouraged personal responsibility for their progress.

Keywords: instructional material level of performance, LWHD

IMPROVING MATH PERFORMANCE OF THE GRADE III-LEVEL THROUGH DAILY REMEDIAL MATH CLASS (DRMC)

Liezel Jane G. Jandayan, Lara Jill Z. Genodia, Eugene P. Eugenio, Melanie T. Naluan

This study aims to improve pupils' skills on the 4 basic operations. Competencies like addition with regrouping, subtraction with regrouping, and multiplication with regrouping are usually the most difficult topic for primary graders. For pupils to excel in Math these competencies should be mastered. To fully grasp the effectiveness of this program, all grade 3 pupils were asked to answer a pre-test worksheet depending on the competency targeted in a week. The researchers then chose the pupils who got the lowest scores. Forty participants were selected for the study. Parent's permits were then given to these pupils informing them about their participation in the remedial program. Throughout the week, pupils went through the discussion of the competency, one-to-one instruction by the researchers, and peer tutoring. However, when the child still had difficulty grasping the concept parents were involved in the tutorial. The researchers oriented them as to how they could best guide their children. Weekly monitoring of individual progress was regularly observed. Results showed significant improvement in the performance of pupils on the four basic operations. Pupils were excited and loved to join every DRMC session. Parents also had a positive attitude towards DRMC. They found it beneficial not just in terms of intellectual aspects, but also in terms of their emotional aspect. Because parents reported that DRMC was able to understand their children more and provided proper motivation for them to develop and master these basic Math skills. The researchers found that this program can develop more Math lovers and confident individuals. It is recommended that this remedial program be implemented to others grade levels or schools.

Keywords: DRMC, DepEd teachers, mathematics, performance, achievement

ENHANCING THE COUNTING SKILLS OF KINDERGARTEN PUPILS THROUGH THE USE OF INIPIT AMIDST COVID 19

Rachel Joy M. Alba, Noelle May P. Roble, Clarenette B. Nerona

This study was conducted to determine the performance level of Kindergarten learners particularly in their numeracy skills in counting through the use of INIPIT, a manipulative and play-based instructional material. Based on the child's report card, there are 665 or 93% out of 709 kindergarten pupils were still in the GS or "Gasugod" performance level in mathematics specifically in their learning competency "Makaihap sa mga butang sugod isa hangtud napulo" and only 56 or 7 % got the GL or "Galambo" performance rating in the 1st Quarter. Survey questionnaires also showed that there is a need of an instructional material that is manipulative.

The data gathered alarmed the teacher and thus made an intervention to address this problem. To further answer the existing problem, the researchers used a Triangulation Method-Focused group discussion, Observation, and Survey question. The data gathered, revealed that there is a need for an intervention that is manipulative to enhance the numeracy skills in the counting of kindergarten learners. INIPIT was the answer, it is a play-based manipulative instructional material composed of picture cards and clothespins. After weeks of implementation with the use of INIPIT, the result showed a positive response as presented on the child's report card in the 2nd Quarter, which means that this play-based manipulative instructional material was effective in enhancing the counting skills of kindergarten learners.

Keywords: INIPIT, Clothespin, Manipulative materials, Kindergarten interactive IM's

SLM CUM TEACHER-MADE LESSON VIDEOS: A DUO TO IMPROVE MATH LEARNING GAINS

Maria Louella Roz de Gracia – Raut , Jufel S. Gutang

As part of the Learning Continuity Plan of Deped due to the Covid 19 pandemic, it was mandated that schools will resort to Distance Learning and the school opted the Modular Distance Learning. This posed a lot of uncertainties especially in the consideration of the learning gains in the landscape of the new normal education. This study aimed to increase learning gains among learners by providing an SLM along with the online teacher-made lesson videos based on Modular Distance Learning. These video lessons were designed and tailored to learners' capacity to comprehend the subject matter. Further, this study was purposive such that only learners with high stability in accessing the internet would participate. The data gathering considered were online or over-the-phone interview, online Focus Group, and observations. This was only one group pretest-posttest design, pre-experimental research. Only one dependent group has been studied. The findings from this study have increased learning gains by 30% variance if the said duo – SLM cum lesson videos, were provided.

Keywords: modular distance learning, lesson video, SLM, pre-experimental research

NUMERACY INTERVENTION DURING PANDEMIC USING DELIBERATE PRACTICE and INTERNET SUPPORTED TECHNOLOGY

Beverly Anne E. Nicolasora, Marissa L. Labeña , Genny T. Lumantas

This study explores the use of deliberate practice and Internet-supported technology to continue numeracy intervention during a pandemic which limits a face-to-face classroom set-up. Using a one group pretest-posttest research design with convenience sampling. Participants were grade 10 learners who were considered not numerate using the modified ASER tool, has internet connection within their homes and has the necessary device needed. The numeracy is an 8-week program using the same intervention materials across all learner-participants. Results showed significant improvement after the intervention and there were 14 out of 26 learner-participants considered numerates based on the modified ASER tool. Additionally, the distribution of a number

of numerates according to grouped-pretest grade tends to be directly proportional. On a survey conducted online using online forms, learner-participants generally agree that the numeracy program they participated helped them improve their numeracy skills and conducting it online is appropriate. The conduct of online numeracy is perceived to help them learn while having fun and at the same time helped them become more confident in using technology. However, it must be noted that during the focus-grouped discussion conducted online, while learner-participants generally agree on the appropriateness of doing the numeracy online, they were apprehensive of doing it at home because of their poor internet connectivity but will opt to do numeracy program online in school instead of paper and pen.

Keywords: numeracy, deliberate practice, technology

TEACHER'S COMMUNICATION, COMPASSION, AND CONSISTENCY AS COPING MECHANISM FOR STUDENTS' MIND-WANDERING DURING MODULAR DISTANCE LEARNING IN TIMES OF COVID-19

Rochelle A. Luzano

As schools all over the country adapt distance learning modalities, students are faced with difficulties from learning at home. Social disengagements and various forms of personal and social anxieties call for emotional and psychological support among learners. A coping mechanism is now relevant more than ever. The unexpected change in the learning environment can trigger stress and fears among learners that can leave a mental scar. Hence, this study explored teacher's communication, compassion, and consistency as a way for a student to focus than wander. The SHS taking research are considered participants in this study. A simple, non-threatening, brief tool was developed. It allows students to measure their experience in the past two grading period and describe it as well. Both quantitative and qualitative data are interpreted. Results of this study suggest that the coping mechanism employed by the teacher is effective for the students to overcome mind-wandering. Compassion and consistency of the teacher are highly recognized by students as motivating factors. While communication has been redefined due to the current situation. With the implication of the results, other factors that cause or relate to students' perceived difficulty can be investigated. Lastly, other variables that help students cope in their difficulty is recommended for future study.

Keywords: compassion, consistency, mind-wandering, teacher-student communication

SENIOR HIGH SCHOOL STUDENTS' FEEDBACK: BASIS FOR PROVIDING STUDENT SERVICE AND ASSISTANCE AT THIS TIME OF PANDEMIC

Christopher C. Nicdao, Manolita C. Salagunting, Jerson B. Herrero

The Office of Student Affairs which is currently merged with the Office of the Prefect of Discipline and is allied with the Office of Guidance Counselor serves as the frontline office of the school in the delivery of student services and programs that are concerned with supporting the academic learning experiences of the senior high school students (SHS) to attain the school's vision of holistic student development. Such services and programs include student welfare and support services, student leadership program, and student mental health and emotional well-being. During

the outbreak of COVID-19 pandemic, the delivery of student services was greatly challenged and hampered due to the very limited access, mobility, and resources. Hence, in response to the challenge, students' feedback through series of surveys, consultations, and interviews were employed to ensure that the students were still supported to some extent despite the threat of a pandemic. Based on the findings, the frontline office of the school had made a significant impact on the academic performance of the learners through the implementation of various student services and programs like E-Counseling, Student Leaders' Capability Building Training-Workshop via zoom, Virtual Week of Welcome, among others. Needless to say though, the research-based student services were painstakingly conducted to make the programs and services of the school more relevant, responsive, and efficient in providing service and assistance for the SHS students. It is therefore recommended, based on the results of the study, that the administration may continually support the frontline office of the school in terms of provision of available and adequate resources direly needed to upgrade and enhance its capability in terms of delivery of student programs and services for the school to become more relevant, responsive and efficient during the new normal.

Keywords: Students' Feedback, Service, Assistance, Pandemic

FILLING UP NEW DIMENSION IN EDUCATION THROUGH MENTAL IMPROVEMENT OF CLIENTELES (FUNDEMIC): A SHAPED EDUCATION FOR A SHAPED WELL-BEING IN THE NEW NORMAL

Shera May L. Gochuco, Leah Lyn A. Lingatong, Hasima N. Salic

This study determined the level of self-awareness of Grade 7 students in one of the largest schools in Cagayan de Oro. The school serves as an instrument of quality and equitable education for the youth of the city, has always sought the means and ways to provide the best education for the students, no matter what challenges the situation may present. Thus, during this pandemic, school administrators, together with teachers and stakeholders, have continually confronted the new situation with such optimism, as they have always been doing all these years—embracing change brought about by uncertainty. Distance learning education was one of the biggest changes the school had to make this year. Given the distance learning that is taking place in the current school year, these students are opted to study at home, which poses a threat to their mental health by adapting to the new set-up and learning without facilitating the teaching of teachers. Somehow, the status quo puts them at risk, as their parents are also having a difficult time in the recent crisis. From a number of consultations conducted by class advisers through SMS, phone calls, online chats and the like, parents commented on their children's notable struggle and their difficulty in helping and addressing the challenge. In light of these observations, the researchers implemented FUNDEMIC, utilizing TFP's BBW materials, to Grade 7 students to holistically enhance and strengthen the emotional, social, physical, creative, critical thinking and environmental awareness skills. This study used convenience sampling, for the selection of participants. This method is considered appropriate in the study as the researchers considered students who had access to internet connections and had available laptops and smartphones. The data were analyzed using descriptive and inferential statistics. Four synchronous sessions were conducted to the participants with the BBW modules provided to them digitally. Overall, Leading Self: Batang Bayani Module has yielded positive results from the participants as it has been able to address and improve mental health participants because it has been able to process

the mind and emotions through its insightful lessons and engaging activities lifted students' spirits in the new normal. The pretest results before the implementation showed that 30% received Poor Rating, while 27% and 43% received Good and Very Good rating respectively on self-awareness in terms of Knowledge, and 15 answered Hindi on Self-Awareness in terms of Practices. After the implementation, the post-test results significantly improved students' self-awareness in terms of knowledge and practices as only 7% percent received poor rating while 40% and 53% received Good and Very Good rating for knowledge, and only 3 answered Hindi for practices. The results indicate that the module helped improve the mental health of Grade 7 students and the sessions on self-awareness can ensure resiliency amidst a pandemic.

Keywords: mental health, self-awareness, student-leader

MINDFUL ABC EXERCISE TO DE-STRESS STUDENTS DURING THE PANDEMIC

Hermie L. Amper , Vanessa Mae M. Pagas , Genny T. Lumantas , Richalyn J. Juanite , Virgie B. Panogaling , Nympha P. Rodriguez , Ferdinand L. Vinco Jr.

This intervention explored the influence of mindfulness-based exercises destressing students during the pandemic. The three-step mindful exercise involving Appreciation/Gratitude Listing, Breathing and creativity/Coloring Exercise, was employed among the ten selected students within the neighborhood of the researchers. It is descriptive using both qualitative and quantitative approaches in analyzing and interpreting the data. To gather the necessary data, a modified Perceived Stress Scale and the Life Attitude Scale were used to characterize the students' perceived level of stress and their attitude towards life in general, respectively. Moreover, a modified Key Informant Interview among the parents of the participants was conducted to validate the worthiness of the intervention. Results showed that there is a decrease in the level of perceived stress among the participants from high to low level of perceived stress respectively before and after the intervention consequently leading to an interesting change in the students' outlook in life characterized as being more courageous and faithful in facing daily challenges, affirmative in the sad realities of life, and more confident in accepting the uncertainties in life.

Keywords: mindfulness-based exercise, perceived stress, life attitude scale

EMOTIONAL INTELLIGENCE AND EMOTIONAL-STRESS RESPONSE OF GRADE-10 STUDENTS UNDER MODULAR TEACHING MODALITY

Adam Ray H. Manlunas, Jeany Mae D. Macalam, Jerico V. Parreno

The pandemic shifted the world into the new normal way of life, affecting different aspects of development especially the educational arena. The Philippine education catered to a new paradigm of learning, modeled the modular teaching modality to suffice the need for continuous education. This rapid transition of learning gave rise to numerous reactions from students and other stakeholders. Thus, the study determined the emotional stress response and level of emotional intelligence of students during the implementation of the modular teaching modality. The study used the Perceived Stress Scale Test (PSS) and Trait Emotional Intelligence Questionnaire (TEIQue-SF) as a standardized test to determine the students' level of stress and emotional intelligence. The test was administered to a sample of 113 Grade 10 students, 32 males and 81 females after the 1st Quarter implementation of the modular learning modality. The results

indicated a very high emotional stress and average emotional intelligence across gender. The contributory factors that led to high emotional stress were massive school works, lack of sleep and academic burnout. Though there is an evident elevated stress response, the average emotional intelligence of the students showed the capability of the students to cope effectively with academic stress. Further, the score showed insignificant difference between emotional stress and emotional intelligence by gender and a negative relationship between emotional intelligence and emotional stress. The study conducted showed that emotional intelligence affects the level of stress and a good indicator for academic and emotional sustainability.

Keywords: *emotional stress, emotional intelligence, & modular teaching modality*

TECH O'CLOCK: TEACHERS' ONLINE LEARNING OPPORTUNITY AND CHALLENGES ENCOUNTERED DURING COVID – 19 CRISIS

Isagani D. Olarte, Jr. Rubiellen S. Olarte

This study aimed to determine the impact of Tech o'clock: Teachers online learning opportunity and challenges encountered during COVID-19 crisis. Specifically, this study aimed to answer the following questions: 1) How useful is DepEd Tech O'clock to classroom teachers, and 2) What challenges have teachers encountered in joining Tech O'clock online learning sessions. A total of 277 teaching personnel from 9 central elementary schools within the Division of Cagayan de Oro City were selected as respondents of the study. An eight-item researcher-made questionnaire was used to assess the program. Focus Group Discussion (FGD) was conducted to collect the needed data. Findings revealed that the impact of Tech O'clock as an online learning opportunity is "very good" with a mean of 3.90 and a standard deviation of .898. Teachers claimed to have benefitted from the program. They said that it helped upgrade their technology skills, especially during this pandemic. Some of the challenges encountered by teacher participants in joining Tech O'clock sessions are poor internet connectivity, lack of familiarity in terms of the basic software applications, and conflict of schedules. The researchers recommended that the Tech O'clock program be utilized during INSET for teachers and other online training. DepEd could make some provisions to provide monthly internet allowance starting from May 2020 to all public school teachers under the new normal. DepEd may consider the teachers' communication expenses in reaching out to their parents, reporting to their immediate supervisors thru teleconferencing and engaging in further training online. Furthermore, Tech o'clock topics for the first-week session may focus on basic software applications to prepare teachers "for actual practice" application. Finally, from the respondents' view, the live streaming may be done in the afternoon preferably from 1 o'clock to 2 o'clock as this would lessen distractions like hunger and the need to prepare for lunch.

Keywords: Tech o'clock, webinar, COVID -19 crisis

HANDS-ON SCHOOL-BASED GARDENING: AN INTERVENTION ON TEACHERS' WELL-BEING AMIDST PANDEMIC

Marites M. Gavia , Jolly P. Cabingas , Jerry E. Pallo

In this pandemic, teachers are so worried about their health and some other factors that affect their well-being. The researchers have examined and explored the effectiveness of hands-on school-based gardening as an intervention on the teachers' well-being amidst pandemic. Through cluster sampling technique, the study has a 50% response rate. Data treated with descriptive statistics. Results showed that teacher-participants strongly agree that everyone can benefit from gardening like social benefits, nutritional benefits, and physical activity improves one's health. Teachers displayed a very good disposition towards gardening. In the level of happiness, teachers have shown significant improvement after being exposed and engaged to hands-on school-based gardening and believed that gardening activities have positive influences on the health and well-being of the person. Recurring themes among teacher-participants indicate the importance to engage oneself in gardening activities to increase social interaction, communication, motivation, task engagement, relieving stress, and improve people's health and well-being. It is of interest to embrace gardening at home.

Keywords: School-based gardening, teachers' well-being, pandemic, Philippines

COLLEGIAL CARE AND SUPPORT SYSTEM (CCASS): PUTTING SYMPATHY INTO ACTION

Al Stephen R. Lagumen , Jinnefer D. Espina , Juan A. Mingo

The study aimed to explore the impact of the Collegial Care and Support System (CCASS), an intervention that provides small financial aid to the teachers whose immediate family members are hospitalized. The study employed a mixed-method research design. All 40 IES personnel were chosen as research-participants. A 10-item researcher-made questionnaire was used to determine their attitude towards the intervention. Two Focus Group Discussions (FGDs) were conducted to collect the necessary data. Results of the first FGD were used to validate the attitude of teachers towards CCASS while the second FGD was used to determine the experiences of those who benefited from it. Findings revealed that generally, teachers have a Very Positive attitude towards CCASS ($\bar{x}=3.74$; $SD=.634$). Financial constraints serve as the greatest factor that may hinder them from paying their CCASS contribution. But mutual encouragement among colleagues and their present health condition is enough to overcome any negative attitude towards the intervention. Those who benefited from CCASS expressed overwhelming gratitude. They have also shown a strong commitment to helping others as a result of receiving help when it mattered. However, some participants felt awkwardly surprised upon receiving CCASS financial aid. Such response was linked to the financial capability and personal experiences of teachers. The researchers recommended the sustainability of CCASS intervention, stipulating the same in the teachers' club constitution and bylaws. School administrators could put in place a system that will allow teachers to help one another. It was also recommended that the Philippine national government should look into the present health care program of DepEd teachers and find ways on how to improve it.

Keywords: CCASS, DepEd teachers, hospitalization, health care, support system

APPLYING COST-EFFECTIVE MEASURES TO INCREASE THE VOLUME AND AUGMENT THE EXPENSES OF SELF-LEARNING MODULES REPRODUCTION THROUGH MACHINE CALIBRATED REPRODUCTION (MCR-PRO) TECHNIQUE

Tito P. Yongao

This study was conducted to determine the cost-effectiveness of the Machine Calibrated Reproduction (MCR-Pro) Technique as a measure to address modules shortage and budget-constraints encountered by school heads in the implementation of modular distance learning under the new normal. This reproduction technique was applied for the schools in during the second quarter of SY 2020-2021. Participants in this study are elementary school heads and machine operators who are in-charge of the district reproduction of self-learning modules (SLMs), and purposely selected from among elementary schools exclusively implementing the modular distance learning modality. Applying quantitative and qualitative analyses of data, this study utilized the data on the average and a total number of modules reproduced, the record of modules produced, and money saved before and after the application of the MCR-Pro Technique, and online interviews to gather feedback from school heads. Findings showed that calibrating the printing machine through adjustment of the color properties can save from 20% to 30% of toner consumption, thus increase the production yield per hundred and save the budget allocation by fifty percent (50%). There were significant savings and an increase in modules reproduction after the machine calibration. The MCR-Pro as a cost-effective technique also leads to increased module production which was highly favored by the school heads and machine operators. Recommendations of this study include maximum utilization of FUJI Printing Machines stationed in strategic central schools and employing the MCR-Pro Technique by calibrating the color properties to 70%-darkness to save toner, augment budget allocation, and increase production.

Keywords: MCR-Pro Technique, cost-effective technique, reproduction, budget allocation, Self-learning modules, machine calibration

3MS MODEL CLASSROOM: MAKE-UP AND MAKE WAY FOR MANAGING CLASSROOMS IN TIMES OF COVID – 19

Charlyn S. Baylon, Rochelle A. Luzano

The current distance learning due to COVID-19 reshapes the description of classrooms. This strategy is developed in response to – how a classroom should look like when students are not yet around. The time of setback during COVID-19 has come to the point of revamping the classrooms. This strategy generally aims to make-up and make way for aesthetic classrooms. Moreover, it is a purpose to make over the classrooms in response to current health situation and prepare anytime students will return in school. The class advisers are considered participants in this study. A tool was also developed for school-based classroom monitoring with the following criteria: a.) information dissemination and management, b.) health and wellness, and waste management, c.) disaster risk prevention and management, and d.) teacher as a classroom manager. Both quantitative and qualitative data are interpreted. Results of this study suggest that 3Ms Classroom Model is effective in improving the designs and structure of classrooms. It is supported by the entire faculty as shown by the improvement in all year levels. Teachers are

empowered as classroom managers as they find comfort in their classrooms amidst the learning challenge. Continuous improvement of the strategy should be explored since it is a good practice.

Keywords: classroom management, model classroom, school facilities

TASK FORCE: TARUNG ESKWELA: AN INNOVATION TO ADDRESS FAILURE RATE AND ABSENTEEISM

Maria Christina N. Ganas

Teachers are at the forefront of providing education to learners. They're the immediate molders of the community. The mandate of the Department of Education is inclusive education. With this, teachers are exhausting all measures to keep every child in school. Absenteeism has become the top-ranking phenomenon that has caused poor performance in school. Teachers conduct home visitation and prepare modular catch-up activities for these learners. Most of the time, these efforts become meaningless as parents are not found at home, or parents become so hopeless that they leave their children responsible for their lives, or parents are unable to guide their children. In light of this, the researcher empowered all stakeholders to take part in the Tarung Eskwela innovation to bring every lost child back to school. The program Task Force: Tarung Eskwela is very effective in reducing the number of SARDO due to absenteeism and learners with failure. Contributory to this is the effective implementation of the psychosocial and stakeholders support systems. Moreover, the learning support system is effective. However, the program needs improvement on the learning support system especially on its implementation and resources. The Task Force: Tarung Eskwela has completely eradicated SARDO learners due to absenteeism at the end of its implementation. The failure rate has been minimized.

Keywords: absenteeism, failure rate, SARDO, Tarung Eskwela

PROJECT HEARTS: SHARED ENGAGEMENT AND ACCOUNTABILITY TOWARDS RESPONSIVE EDUCATION AMONG MULTI-STAKEHOLDERS ADDRESS IN THE NEW NORMAL CHALLENGES

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This study focused on addressing the new normal challenges through shared engagement and accountability towards responsive education among multi-stakeholders as Project HEARTS that served as an intervention program for the school year 2020-2021. The participants of the study were the 1273 total population during the school year 2020-2021. Mixed method research was used in the study. Findings revealed that 96% of the participants are actively engaged in the modules distribution, 88% or 1184 participants are more accountable in the modules retrieval and the majority of the participants or 98% of them are very supportive when it comes to school PTC activities. From teachers' perspectives towards learners and parent's support during the conduct of modular learning, the results revealed that there is positive support from the participants when it comes to modular distant learning with the cumulative mean score of 4.1 and described as agree. It implied that most of the parents are active when they are empowered and

shared responsibility for their children learning progress since building supportive relationships is a key to the learner's learning growth. Participants preferred thematic "ÖPS" output which means open communication is important with the stakeholders, parents as helping learning partners, and social responsibility with the parents. It implied that multi-stakeholder engagement and accountability positively leads to responsive education amidst the challenges in the pandemic. It shows that project HEARTS is a good intervention that empowered parents in the new normal. Therefore, ensuring shared responsibility for their children learning progress and establish supportive relationships is a key to the learner's learning growth and also providing a sufficient distance learning environment.

Keywords: *Engagement and Accountability, Multi-Stakeholders, Responsive Education*

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