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CONTEXTUALIZED VIDEO LESSONS: AN AUDIO-VISUAL TECHNOLOGY AS AN AID IN TEACHING KINDERGARTEN PUPILS AMIDST COVID-19 PANDEMIC

Dertireza B. Sambaan

This study aimed to guide kindergarten parents in facilitating the teaching and learning of their kindergarten pupils at home through the utilization of SLM-based video lessons. This study employed the descriptive design of research. Purposive sampling was used to identify the respondents. Parents and learners who have mobile devices with internet access were selected to participate in this study. The study participants were 30 Kindergarten Parents in one District in the Cagayan de Oro City Division. The first quarter progress report of the pupils was used as the baseline of their performance and second quarter for the endline. The survey questionnaire was used to determine the feedback of parents and pupils towards the contextualized video lessons. The data were analyzed using descriptive statistics. The results showed that the contextualized video lessons helped improve the performance of the kindergarten learners and that the videos developed in this study can be utilized to aid in the delivery of distance learning amidst the covid-19 pandemic.

Keywords: Audio- visual technology, video lessons, Kindergarten

PROJECT S.M.I.L.E.R.: BOOSTING THE ENGLISH ACADEMIC PERFORMANCE OF GRADE-12 STUDENTS

Jane G. Cabual

This study examined the impact of Project S.M.I.L.E.R. (Strengthening, Motivating, and Inspiring Learners and Parents through Engaging and Rewarding) in strengthening and promoting education through active and continuous participation of learners in the English Academic Performance, specifically the Creative Writing in this time of the pandemic. Project S.M.I.L.E.R. was an adaptation with modification from Ortiz (2021). This unique strategy innovates the certificate citations and recognition of students per quarter. The participants were the Grade-12 students for school year 2021-2022 who showed passive participation in Creative Writing Subject in the first quarter. This study is descriptive and used purposive sampling. Findings were taken from the checklist administered through google survey forms which the research experts approved. Results revealed significant difference of the first and second quarter. The total general average of Creative Writing Subject increased. Thus, it revealed that implementing this Project has an effect on improving the least mastered competencies and boosting the English Academic Performance of the Students. The researcher recommends this new reward system to all teachers and schools who choose Distance Learning Modality and even more works to all areas of the different Learning Modality.

Keywords: modular, pandemic, MELCs, reward system, motivation

iSPIN (INTERACTIVE SPELLING INTERVENTION): A GAMIFIED APPROACH IN IMPROVING GRADE 4 BICHRONOUS LEARNERS' SPELLING SKILLS

Romarae Mae U. Bahala, Emmalyn T. Tagaro, Eva P. Cabilla

This study was conducted to help improve the spelling skills of the Grade 4 Online Bichronous learners for SY 2021- 2022 using a gamified intervention. This study was anchored on Spence's five developmental spelling stages (2012), which aimed to determine the developmental milestone a learner acquired in spelling. This research was descriptive, wherein both qualitative and quantitative assessments were utilized. Purposive sampling was employed with the use of a 20-item teacher-made pretest. Following the scoring guidelines, 20 out of 27 participants who scored below 15 or 75% below the passing rate were subjected to iSPIN study. In providing an interactive intervention, this study used a gamified application called Quizizz, where items were drawn from each stage's suggested list of words. A pre-post-test and an in-depth interview were used to capture the learners' learning experiences. Findings revealed that iSPIN had yielded positive results as it has improved the spelling performance of those 20 identified participants. It was evident in the increase of dispersion from the mean result of 11.93 during the pre-test (Syllable Juncture Spelling Stage) to 15.93 after the post-test (Derivational Constancy Spelling Stage). The researchers suggest that iSPIN, a spelling intervention, may be used as spelling remediation at the beginning of the school year open for inclusivity, wherein online and face-to-face modalities could have access to this gamified approach.

Keywords: bichronous, gamified approach, Quizizz, spelling developmental stages

THE USE OF INTERACTIVE STORYTELLING IN IMPROVING THE BEHAVIOR OF CENTRAL SCHOOL SPECIAL EDUCATION CENTER AUTISM PUPILS

Michael Ecoben

This study aimed to modify the behavior of children with autism in one Central School Special Education Center through interactive storytelling. Five male participants with Autism Spectrum Disorder were included in the study. All participants were in the Non-Graded class of autism. A descriptive research design was used in this study. During data collection, the teacher rated the students before and after storytelling. The Behavior Checklist of Scott Greenway was used in analyzing and interpreting the data. The study included five participants ranging from six to ten years old. The study's findings indicated that interactive storytelling has a positive effect on the behaviors of autistic children. They improved in attention, activity level, and related behavior in less than two months. Further, when learners are exposed to storytelling, even in an online classroom setting, they are more likely to engage in the learning process and practice reflective learning as they process the information deeper, more meaningful. It can be drawn that interactive storytelling is a powerful tool for changing autistic children's attitude. As a teaching and learning method, it modifies the behavior of autistic children. It is suggested that the storyteller engages in various activities and employs different styles related to the stories to avoid monotony and boredom among learners with autism.

Keywords: Autism Spectrum Disorder, interactive storytelling

PROJECT 3P'S (PAGBASA, PAGESABOT, PAGESULAT) AND PARENTS PARTICIPATION IN IMPROVING BASIC LITERACY SKILLS OF GRADE I LEARNERS AMIDST THE PANDEMIC

Maria Del T. Magallano, Cleo Marie T. Paragoso, Jalcemae P. Baguilid

This study aimed to improve the basic literacy skills of grade one learners through Project 3P's (Pagbasa, Pagsabot, Pagsulat) with their respective parents' participation amidst COVID-19 pandemic. Participants involved were the Grade 1 parents and learners for the school year 2020- 2021. Purposive sampling was utilized to select 29 learners and 29 parents. Project 3P's focused on teachers conducting coaching or training on Grade one parents with strategies in teaching beginning reading to their child. This was done weekly upon distribution and retrieval of modules. Further, home activities and monitoring were done by submitting pictures and videos on the group chat. Descriptive research design was used in analyzing data. The comparative pre and post test results of EGRA were used to describe learners' improvement upon the implementation of 3P's. Results from focused group discussions were themed and analyzed. Data gathered from EGRA assessment revealed remarkable improvement in scores. The involvement of parents in teaching literacy skills during their child's time created a parent-child bond in learning at home, as depicted in the focused group discussion with parents. Therefore, project 3P's and parents' participation positively address struggling learners. Reading, comprehension, and writing skills are essential in improving learners' academic performance and must be supported by both teachers and parents.

Keywords: parents participation, literacy skills, EGRA, 3P's

IT'S ALL W.R.I.T.E.: AN INTERVENTION IN IMPROVING THE READING PERFORMANCE OF THE LEARNERS

Shirley Laurilla

This study aimed to improve the reading performance of Grade Two learners using the most common social media platform that can increase the learner's drive to be attentive, participative and challenged that addresses their needs, and ignite their interest in learning in this time of pandemic. ASER tool was used to identify the reading performance of the learners. The program W.R.I.T.E. (Writing and Reading Intervention Towards Enrichment) was used as a tool for remediation. First, a pretest evaluation was conducted to identify learners that would undergo the program. Parents and learners were guided in the steps through orientation. Fuller approach was used as the primary strategy of W.R.I.T.E.. Social media platforms like Facebook, Messenger and Google Meet were utilized within the three months of monitoring. Based on the result, it significantly improved the learners' reading performance where word and phrase levels took a step higher. Henceforth, it is recommended that teachers use a variety of platforms with the use of colorful and artistic ways of presenting the materials. There could be an agreement between the teacher and the parents in sustaining the needs of the learners during the implementation of the WRITE program. The duration should be longer to determine the effects of the reading intervention and should be conducted to all learners with different reading levels using a differentiated approach in every grade level. Result should be strictly and thoroughly monitored so that learner's reading performance will improve. Seminars, trainings, workshops, and orientations be

conducted to teachers and parents to introduce new trends of teaching integrating ICT-based learning.

Keywords: *differentiated, integrate, social media, reading performance*

ECHOING QUOTES INTERVENTION PROGRAM (EQuIP): INTERACTIVE APPROACH TO IMPROVE STUDENTS' READING COMPREHENSION

Araceli B. Melliza, Melanie N. Lopez, Ruby L. Quilala

The study intended to improve the learners reading comprehension skills by using short quotations on the lessons of life and *Hugot* lines. The reading intervention- Echoing Quotes Intervention Program (*EQuIP*) was introduced to the Grade 11 learners of ABM, HUMSS, housekeeping, and carpentry for SY 2021-2022. The study used Purposive sampling and the data were analyzed using descriptive statistics. Learners were tasked to present a quote for a day or *Hugot* lines. This quote/ saying must be connected to the DepEd month celebration or some lessons of life. The learner must read and understand the chosen quotation by explaining its meaning in class, focusing on life lessons. This was part of the class preliminaries and were given grades as part of their performance task. Results revealed that respondents showed a positive result based on their Year-start and Mid-Year Reading Inventory. The *EQuIP* intervention improved the reading competency among the Gade 11 students. Through this reading intervention learners will be able to love reading, improve their speaking skills, hone art skills, and learn some lessons of life. Therefore, from the improvement shown in this intervention, it can be concluded that "*EQuIP*" is very helpful, useful, and effective for the progress of learners' reading comprehension skills.

Keywords: Echoing quotes, reading, comprehension

READ ALOUD FRIDAY WITH PROXY EDUCATORS TO ENHANCE STUDENTS' READING FLUENCY AND COMPREHENSION LEVEL

Cristen Q. Bala, Ferdinand L. Vinco, Jr., Nympha P. Rodriguez

This study aimed to investigate an instructional method using Read Aloud Friday with proxy educators to enhance the students' reading fluency and comprehension level this pandemic. Read Aloud Friday was an after-dinner family activity employed to select Grade 8 students in one public school during the School Year 2021-2022. The purposive sampling technique was used to select the respondents of the study with a 24% response rate. Parents, family members, or close kin who can read and comprehend were coached and mobilized as proxy educators. They read Aesop's fables aloud to their students with reading difficulties every Friday for seven weeks. A mixed-methods research design was employed in the study. Modified analytic fluency rubric aligned from Zutell and Rasinski (1991) and story retelling rubric from Shea (2006) were instruments used in the study. Pre and post-intervention assessments were treated with descriptive and inferential statistical analyses. Researcher-made questionnaire and in-depth interview were employed to validate the usefulness of intervention. Results disclosed that students' reading fluency and comprehension level were enhanced after the exposure of the intervention. The approach was considered a panacea to reading fluency and comprehension problems among high school

students with these positive outcomes. The researchers recommend that teachers and school heads implement the intervention in families across year levels as a meaningful Friday practice to help learners develop their love for reading.

Keywords: read aloud, reading fluency, comprehension

UTILIZATION OF GOOGLE FORM WORKSHEET TO IMPROVE STUDENTS' PERFORMANCE IN GRADE 9 MATHEMATICS =

Genevieve A. Bangahon, Rozell May G. Bamoya, Giljun T. Penuliar

Mathematics is known as a difficult subject that leads the learners to struggle to understand the concept of Mathematics, especially during this challenging time of the pandemic. Modular Distance Learning (MDL) contributes to the learners' struggle since the teacher's presence is not around. With this, the researchers found out that the students' low scores in written works in Mathematics were alarming. Indeed, this study aimed to improve students' performance by utilizing Google Form worksheets. The purposive sampling was used in selecting the respondents. A quasi-experimental design was employed in the study. Quantitatively, pretest and posttest results were collected. Based on the documented results of the two selected sections of Grade 9 level in mathematics, the researchers found out that utilizing Google form worksheets had a greater contribution to the improvement of students' performance particularly in mathematics subjects.

Keywords: modular distance learning, Google Form worksheets, students performance

MatLES: ENHANCED TOOL TO ADDRESS LEARNERS' DIFFICULTIES IN GRADE 2 MATH

Fretzyl Rose J. Monsanto

Mathematics holds a relevant and unique place in the school curriculum as it is essential for a better living for the individual. But, it is known that most learners consider mathematics difficult. This study examines the difficulties perceived by Grade 2 learners in learning mathematics or the least learned skills. The DepEd Order no. 8 s.2015 states, "A learner who receives a grade below 75 in any subject in a quarter must be given intervention through remediation or extra lessons from the teacher of that subject". The 31 learners in the population sample, which was composed of 18.4% female and 20.1% male, showed low performance in numeracy, particularly in arithmetic skills during the pre-test. The researcher found that the learners find it difficult to answer, as shown in the low-performance result. The researcher created and conducted an innovation, MatLES (Mathematics Learning Enhancement Sheets) Booklet, which provides simple, friendly, play-based, and time-bounded activities. The activities found in the booklet are the least learned skills in mathematics. The study used a pre-experimental one-group pre-test and post-test design in which a single case is observed at two-time points, one before the treatment and one after the treatment. The findings revealed that MatLES Booklet shows an improvement increase of 40.53% in terms of Arithmetic skills with an average increase of 58.765% with a Mean of 23.71 and SD of 13.21 an indication of a positive increase in skills. Hence, the proficiency level in terms of performance with an increase of 1.58% from 1st quarter to 3rd quarter

revealed that the mathematics subject has improved based on the Curriculum Management Support System (CMSS) report. The effect of the MatLES Booklet from 1st quarter to 3rd quarter PL has a less percentage increase for the reason that the introduced learning strand or skill has increased the level of difficulties with the presence of all the arithmetic skills. Therefore, the intervention, MatLES Booklet is an effective and reliable tool as a strategy to improve arithmetic skills and proficiency level performance among the learners.

Keywords: enhancement sheets, arithmetic skills, mathematics learning, mathematics difficulties

SATISFACTION AND LEARNING OUTCOMES OF THE FOUR DIFFERENT VIDEO STYLES DURING THE COVID-19 PANDEMIC

Adel R. Cambangay, Kenneth C. Bete

The study aimed to determine the participants' satisfaction and learning outcomes in the video lessons prepared by the teacher-researchers during the third quarter of the pandemic school year 2020-2021. It also sought to identify which video format the participants favored and whether these video sessions significantly influenced their mathematics 10 learning. Eight (8) weekly video lessons using four different video styles were produced as an innovation to improve learning during the study. The researchers adopted video styles that are appropriate to a mathematics class. These video styles are talking head, classic classroom, weatherman, and learning glass. The video lessons were uploaded in the Google Classroom where students watched them during their vacant time. On the other hand, those who have no internet access utilized the learning activity sheets as their primary source of learning materials. Results from the study revealed a high satisfaction rating of 3.17 for the video lessons, which is way above the 2.5 median. The most preferred video style amongst participants in the classic classroom. This preference may be attributed to the participants' desire to go back to school and have face-to-face classes. This was followed by a talking head and learning glass. The least preferred video style among participants is the weatherman. The group who was exposed to the video lessons performed better in their summative test than those who were not. To determine whether this increase in learning outcomes is significant enough and could be attributed to the video lessons, two samples z-test was utilized to further analyze the data. A p-value of 0.00 is obtained which is lower than .05 level of significance. This means that the eight asynchronous weekly lessons using four video styles significantly influenced the participants' learning outcomes compared to those who were not exposed to the video lessons.

Keywords: video styles, satisfaction of video lessons, learning outcomes

VLOG IN IMPROVING STUDENTS' CONCEPTUAL UNDERSTANDING OF STATISTICS AND PROBABILITY

Angelie T. Padilla

This experimental study sheds light on one of the new normal strategies to teach mathematics. It sought to determine the effect of vlogging as a learning method on the students' conceptual understanding. Thirty (30) respondents in the controlled group and thirty (30) respondents from the experimental group were randomly selected to attest their extent to self-regulated learning skills and conceptual understanding. These self-regulated learning skills are a covariate of this study. The researcher utilized self-learning printed modules for the controlled group and vlogging for the experimental group during the process. The subject Probability and Statistics was also utilized for the students' conceptual understanding. The students' self-regulated learning skills did not significantly affect whether they belonged to a controlled or experimental group. On the contrary, it was found that self-regulated learning skills are significantly related to the result of conceptual understanding. It can be concluded that teaching mathematics in the new normal through modular learning (self-learning printed modules) and digital learning (vlogging) have no significant difference in terms of conceptual understanding. Henceforth, students' conceptual understanding was not influenced by the teaching method.

Keywords: vlogging, self-regulated learning skills, conceptual understanding, new normal

INTERACTIVE E-BOOK: A PROACTIVE APPROACH IN IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT IN MATHEMATICS

Lordson Q. Siano

This study aimed to explore a teaching approach that would enhance students' academic achievement in mathematics. An interactive e-book using Kotobee Author and Kotobee Reader was employed in the randomly selected section in one of the schools in the Department of Education- Division of Cagayan de Oro City for S.Y. 2021-2022 during the first quarter of the new normal set-up. It was descriptive by nature involving both quantitative and qualitative analyses. The instruments used in the study were Kotobee interactive e-book software, strategic innovation and intervention materials, an achievement test that was administered pretest-posttest, and an in-depth interview that was employed to determine the students' learning experience. Findings revealed that students achieved satisfactory academic achievement after exposure to Kotobee interactive e-book. There was a statistically significant difference in the academic achievement level of students in the pretest-posttest in one section of the Kotobee group. Interactive e-book as a tool for improving knowledge and skills motivates students to learn. Students have enjoyed the interactive e-book through Kotobee Author and via Kotobee Reader with a remarkable learning experience. The researcher recommends mathematics teachers may use this teaching approach and innovation to enhance conceptual understanding, process, and technology skills among students.

Keywords: interactive e-book, Kotobee Author, Kotobee Reader, academic achievement, mathematics learning

GAMIFICATION: BOOSTING MATH E-LEARNING ENGAGEMENT

Maria Louella Roz de Gracia-Raut

Class discussion and engagement are more difficult to come by in e-Learning. Learners are more likely to be passive, unmotivated, and unwilling to participate in the teaching and learning process. On the other hand, a gamified learning intervention may increase learners' engagement and improve online learning. This action research referred to gamification as incorporating interactive quizzes through a ClassPoint app in Math e-Learning. ClassPoint is an integrated interactive teaching & classroom quiz tool designed for every educator who uses PowerPoint. This study defines class engagement as learners' live responses counted as Participation Scores and Activity Scores. Participation scores refer to learners' responses to open-ended questions, while Activity scores refer to learners' upload of their solutions to Math problem-solving questions. Data was gathered through a Class Engagement checklist by simply tallying the number of times learners interacted and verified through a focus group and interview. This gamified intervention proved that gamification boosted learners' engagement by 216% on their Participation Mean Scores and 187% on their Activity Mean Scores. Data gathered was supported through a t-test: two-sample assuming equal variances tool that concluded a significant difference in Math e-Learning engagement via Participation scores and Activity scores when abetted with gamification intervention.

Keywords: gamification, e-learning, ClassPoint, interactive quizzes

SAIL (SIMPLIFIED ACTIVITY FOR INDIVIDUALIZED LEARNING) IN MATH: AN INTERVENTION FOR IMPROVING PERFORMANCE IN GRADE 7 MATHEMATICS

Alex R. Dela Vega, Marilou L. Lora, Reineer C. Navarro

This study aims to determine the effect of the Project SAIL (Simplified Activity for Individualized Learning) in Math on the Grade 7 learners' performance in Mathematics during the school year 2021 – 2022. It utilized the pre-experimental design. The participants of this study were the seventeen (17) Grade 7 learners who were low performing in Mathematics. The study utilized purposive sampling since the participants were selected in a non-random manner and identified by the researcher base on their level of capabilities. The respondents were identified upon the teachers' assessment based on their responses in the first grading period that are considered to lag in Mathematics subjects. The researchers utilized a pretest and posttest adopted from the Self Learning Module (SLM) that the participants answer before and after the intervention. Result from the analysis reveals that there was a significant difference in the pre-test (\bar{x} = 4.18, SD = 2.45) and post-test (\bar{x} = 9.18, SD = 2.43) as shown the computed t-value of 12.43 (p = 0.00). This implies that participants perform better in the post-test than in the pre-test. This means that the intervention was effective in improving the performance of the learners in Mathematics.

Keywords: activity sheet, guided practice, individualized learning

PROJECT 3AS (AMPLE ARITHMETIC ACTIVITIES): AN INTERVENTION TO IMPROVE MULTIPLICATION SKILLS AMONG GRADE 5 LEARNERS

Keneth Jeanne G. Pairat, Cherry Ann B. Ompoc, Maritel O. Quidet, Vaicar G. Mayake

According to DepEd Order No. 8 s.2015, if a student gets a grade below 75 in any subject in a quarter, the teacher of that subject must help the student by giving them remediation or extra sessions. The 54 learners in the population sample, who vary in age from 10 to 14, and are made up of 44.4 percent girls and 55.6 percent boys, have poor numeracy skills, notably in multiplication. This dreadful performance made the researchers innovate Project 3A's (Ample Arithmetic Activities), which provide simple, friendly, and time-bounded activities. The study used a pre-experimental one-group pretest-posttest design in which a single case is observed at two-time points, one before the treatment and one after the treatment. The findings revealed that Project 3A's shows an improvement increase of 29.536% in Multiplication skills in single-digit without regrouping with a weekly average increase of 4.92% with a Mean of 24.49 a Standard Deviation of 6.77 an indication of a positive increase in skills. Hence, the proficiency level in terms of performance with an increase of 1.41% in the 2nd quarter revealed that the mathematics subject has improved based on the Curriculum Management Support System (CMSS) report. The effect of Project 3A's on the 2nd quarter PL has a less percentage increase for the reason that the introduced learning strand or skill has increased the level of difficulties. Therefore, the intervention, Project 3A's is an effective and reliable tool as a strategy to improve multiplication skills and performance proficiency levels.

Keywords: ample, arithmetic, activities, skills, performance

Project SPREAD (Special Package Relevant to Engineering and Design): Developing Learning and Innovation Skills (4Cs - Collaboration, Communication, Creativity, and Critical Thinking

Eden P. Torredes

The Department of Education initiated programs that support scientific literacy and numerical fluency. However, with a global pandemic, the delivery of quality basic education services has been affected. Studies reveal that the limited face-face teaching and learning process has negatively impacted learners' 21st century skills. This study implemented a teaching innovation named Project SPREAD (Special Package on Engineering and Design) to help students develop creativity, collaboration, communication, and critical thinking skills to address the learning and innovation gaps. The participants in this project were purposely selected based on their characteristics. The study utilized the mixed method design gathered from the sixth-grade students at Central School's Special Science program. Document analysis, interviews, and focused group discussions served as sources of information. The data collected were transcribed, coded by themes, and analyzed. Data revealed that collaboration was the least developed skill before students were given Project SPREAD intervention. Second grading period competencies were used in the intervention. Post-test revealed that this study provided evidence that the teaching innovation has developed the learners' level of 4C skills. Results showed that the application of engineering design contributed to the students' improved learning and innovation skills (4C's). Moreover, the project

garnered positive results from parents. Based on interviews, it made their children more inquisitive, creative, and innovative and they look forward to more collaborative projects in the future. Hence, it is highly recommended that teachers would use Project SPREAD across all levels in elementary schools.

Keywords: Project SPREAD, 4C's in education, STEM education, engineering design

PROJECT AIM (ACCESSIBILITY, INNOVATION, AND MINIMIZATION): A SOLID WASTE MANAGEMENT PROGRAM

Emily A. Tabamo, Jennifer N. Balaba, Shiela Janne N. Roxas, Pio Jaime A. Amigo

The spread of COVID-19 poses significant challenges to solid waste management in schools, households, and communities. With those challenges, the continuity of Project AIM (Accessibility, Innovation, and Minimization) was interrupted. To restore the program's efficiency, this study aimed to examine students' experiences regarding solid waste management at home in the new normal situation. A phenomenological research design was used to assess students' experiences and the underlying factors affecting solid waste management. Data were collected through in-depth semi-structured interviews with 30 students and through direct observation by the researchers. As a result, the four major themes that emerged were trash, minimization practices, waste disposal practices, and insights into the implementation of solid waste management. This study utilized the result of the descriptive research design to determine the level of awareness of the students and the level of implementation of the solid waste management program of the school before the outbreak of COVID-19. The findings of the study showed that the participants were slightly knowledgeable about the solid waste management program. Moreover, the school has a good implementation of the Project AIM intervention prior to the pandemic. However, the intervention has been hampered due to restrictions imposed by IATF and LGU. Among the noteworthy unsatisfactory practices was the inappropriate disposal of wastes generated from the used disposable masks. It was recommended that the intervention should be continued in schools, households, and, communities.

Keywords: Project AIM, level of implementation, solid waste management

S-WHLP: ITS IMPACT TO TEACHING AND LEARNING IN SCIENCE III

Grace C. Dubria

The overriding purpose of the study was to determine the impact of the Simplified Weekly Home Learning Plan on the teaching and learning process in Science 3. This study aimed to address the existing issues and concerns about LARDOs. It further aimed to identify the changes made in the WHLP which contributed to the successful delivery of lessons. The study was descriptive involving both qualitative and quantitative analysis. Purposive sampling was utilized in choosing the nine (9) Science teachers and thirty-six (36) parents of Grade 3 level, a total of forty-five (45) respondents. Moreover, the utilization of the S-WHLP proved to be the best practice during the pandemic times. The increased participation among parents and learners in a safe learning environment was evident. This study revealed that 33 (73%) out of 45 (100%) respondents emphasized that the Simplified Weekly Home Learning Plan was effective, organized, and convenient in teaching Science as reflected in the overall numerical rating of 3 described as *Very Satisfied*. Similarly, it was proven that S-WHLP

was a reliable tool for tracking learners' performance. Both parents and teachers were positive in adapting the innovation; hence, it guided them well in conducting the remote teaching and learning. Besides, it was easy to implement since it was stated briefly in a Mother Tongue-Based, which most parents can understand. Also, it was time and resource-saving. It was found to resolve issues in the delivery of teaching and learning. It was recommended that the S-WHLP should be used since it provides comfort and convenience in implementing the distance learning modality in these trying times.

Keywords: Simplified-Weekly Home Learning Plan, Science III, teaching and learning

CHECKPOINT STRATEGY: A LEARNING SUPPORT ACT FOR MODULAR-PRINT LEARNERS

Jerry E. Pallo

Modular-print was largely employed to the students as a distance learning modality. It was designed to ensure that the learners' must have acquired learning skills and experiences despite the challenges brought by the pandemic. Relatively, this study aimed to examine the effectiveness of the Checkpoint Strategy as learning support act for modular-print learners in understanding difficult topics in Science. This study utilized mixed-method research design. Eight (8) students were selected purposively as participants. Data obtained from narrative reports, observation, document, and Focus Group Discussion. Results were analysed using thematic analysis in deductive approach. Modular-print students have high regard on teachers' instructional engagement. Difficult topics were simplified and explicitly discussed during instructional sessions. Checkpoint Strategy as a learning intervention to support the modular-print students was found to be effective and satisfying, as revealed through their narrative accounts. Furthermore, participants who attended more than two (2) instructional sessions and follow-ups showed a high percentage score in the summative assessment. This implied that students demonstrated proficiency in the overall learning objectives. The implementation of the Checkpoint Strategy as an intervention was of great help to struggling students in understanding difficult topics. Thorough monitoring and evaluation of the summative assessment results by the school administrators should be done as the basis for developing programs.

Keywords: Checkpoint strategy, learning support, modular-print

PROJECT 10 - PEER TEACHING: IMPROVING MATHEMATICAL SKILLS ON SIMPLE INTEREST IN GENERAL MATHEMATICS

Irish Pearl B. Oblimar

This study aimed to improve the mathematical skills of Grade 11 students on Simple Interest in General Mathematics. Likewise, this study determined the impact of peer teaching as an intervention on the achievement level of the respondents. This study employed the pre-experimental pre-test and post-test design. The respondents of the study are the ten (10) students from Grade 11 for the school year 2021-2022 who obtained low performance in General Mathematics in the first quarter. This study utilized purposive sampling with survey questionnaires as research instruments. The topic used in the peer teaching is Simple Interest, specifically the competency code M11GM-IIa-b-1, which states that the learner should be able to illustrate and compute interest, maturity value, future value, and present value in simple interest and compound interest environment. The topic chosen was one of the least mastered

competencies in General Mathematics for the second quarter. Findings revealed that the students achieved significant differences in the post-test scores after peer teaching sessions. Based on the results gathered, the researcher recommends using peer teaching as an intervention in General Mathematics to improve the students' mathematical skills not just in Simple Interest, but also on the other least mastered competencies in Mathematics.

Keywords: peer teaching, improving mathematical skills, least mastered competency, Simple Interest, General Mathematics

AN APPRECIATION PROJECT IN THE RETRIEVAL OF SELF-LEARNING MODULES AMONG THE SENIOR HIGH STUDENTS

Maria Lorena A. Candia

The Department of Education has fully extended its means of reaching out the school learners from the basic level of education, specifically also towards the Senior High School students through the Learning Continuity Plan by having printed modules as part of the learners' new normal integral learning experiences despite of the pandemic crisis today caused by the Corona Virus Disease 19. Students were given the requirement of accomplishing their Self-Learning Modules (SLMs), with the guidance of their class advisers and the support of their parents by distributing and retrieving modules respectively. However, this learning process led to a concern through an Action Research that investigated the reasons students delayed return of their modules and discussed what strategy the teachers did in retrieving the modules from the students. Out of fifty-five (55) students in the Grade 11-HUMSS during the first semester in the first quarter of School Year 2021, twenty-seven (27) students in the Oral Communication subject did not return the modules on the exact given schedule of retrieval. Thus, an Appreciation Project was created to motivate the Senior High Students to get and return their modules on time in accordance with the given schedule. Based on the results, after this plan of action was conducted, the majority of the students were motivated to return their modules' accomplishments at the exact time and received their appreciation reward.

Keywords: appreciation project, senior high students, modules, retrieval

FLIP (FLEXIBLE LEARNING INDEPENDENT PRACTICE): AN AID IN ASSESSING AND GRADING DISTANCE LEARNING IN SENIOR HIGH SCHOOL - HOUSEKEEPING

Emily A. Tabamo, Maria Sofia Gracia B. Avellana, Angeliza L. Apurado

The introduction of new assessment and grading system of learning in the distance learning modality has been limited to written works and performance tasks only, and the use of self-learning modules has caused learners to find independent learning difficult. This study was conducted to present the innovative strategy called FLIP or Flexible Learning Independent Practice in assessing Senior High School Housekeeping students. It aims to determine how the thirty-eight (38) Grade 12 Housekeeping learners be assessed using the FLIP strategy. It provides competency-based supplemental resources to help learners who could not comply with performance tasks on time. The study employed a qualitative research method using

survey questionnaires and semi-structured interviews to collect data on the learners' perception of the strategy used. Results showed that Flexible Learning Independent Practice or FLIP has a significant effect in assessing Grade 12 Housekeeping students. Learners became more motivated to discover their creative sides and develop their uniqueness, originality, and sense of responsibility. The teacher-researchers recommend using FLIP in the assessment of learners in the Housekeeping Strand of Senior High School. The implementation of FLIP as an innovative assessment strategy may bring positive changes in studying and exploring Housekeeping as a subject.

Keywords: distance learning delivery, assessment, flexible learning

EXPLORING PERCEPTIONS TOWARDS ACADEMIC HONESTY IN THE NEW NORMAL

Pedro C. Gamba

This research explores students' perceptions towards academic honesty. It provided the answers and analyses to the question as to how do students' view academic honesty in Modular Distant Learning. It employed a qualitative data collection method through structured interviews and focus groups among 30 students in one public SHS in Cagayan de Oro City. All collected data were transcribed, analyzed, and interpreted. The study revealed that although the new learning modality has its own merits, most of the student-respondents were dissatisfied with MDL due to the limited guidance of the teachers. To address this difficulty, students resorted to some academic misconduct like (1) plagiarism; (2) soliciting answers from their classmates; and (3) collusion or the unauthorised collaboration by two or more students in the production and submission of tasks. These are the students' survival strategies of these times. In the new normal, academic honesty is perceived as non-existent. Corollary to this, it surfaced in the FGD that the students preferred to be assisted in the MDL through the following interventions: limited face-to-face sessions, flexibility with deadlines, and structured synchronous online sessions. Given this intervention, the researcher recommends that schools formulate their own academic integrity policy in MDL.

Keywords: academic honesty, academic integrity, modular learning delivery

EFFECTIVENESS OF CONTEXTUALIZED INTEGRATED PERFORMANCE TASKS (IPT) ACROSS APPLIED SENIOR HIGH SCHOOL SUBJECTS IN ASSESSING THE 21ST CENTURY SKILLS

Josephine A. Deysolong, Fe S. Pablico, Rochelle A. Luzano

This study aimed to investigate the Integrated Performance Task (IPT) in enhancing the 21st century skills anchored on MELCS of Applied Subjects in a Science School. An action research design involving quantitative and qualitative analyses through an online survey questionnaire was carried out. The data were analyzed using mean and standard deviation. The findings revealed that contextualized IPT positively impacts critical thinking, collaborative skills, creativity and innovation, technology application, class participation, and achievement. SHS applied subjects incorporated in the IPT were E.A.P.P., Entrepreneurship, Empowerment Technologies, Inquiries, Investigations and Immersion, and Practical Research 1. Collaborative skills had the highest degree of perceived effectiveness. On the other hand, critical thinking skills need improvement, especially how they will be incorporated in IPT for distance learning.

These findings indicated that students' integrated performance in SHS applied subjects provided opportunities to develop 21st century skills together with better participation level. Furthermore, results lead to continuous curriculum review in order to identify overlapping competencies in core, applied, and specialized subjects in the SHS curriculum. The review will be a basis for designing contextualized IPT across learning areas aimed at enhancing students' 21st century skills.

Keywords: applied subjects, integrated performance task, MELCs, 21st century skills

PRACTICAL RESEARCH: DETERMINANTS OF PLAGIARISM AMONG STUDENTS

Laura A. Abaigar

The purpose of this study was to discover whether there is a relationship between the average grade of the participants and the reasons for plagiarism. Respondents included 45 General Academic Strand (GAS) students who had concerns about plagiarism in their manuscripts and had been contacted by the researchers. It was disclosed by the study's findings that there is no statistically significant association between the average grade and any of the three parameters taken together. On the other hand, when each element is analyzed separately, one factor is found to have a link with the average grade. Because of this research, instructors or teachers will be able to identify why students plagiarize and what they need to do to prevent this from happening in the future.

Keywords: determinants, plagiarism, practical research

GROUP DISCUSSION AND SIMULATION: ITS RELATION TO STUDENTS' PERFORMANCE IN ENTREPRENEURSHIP

Francisca F. Aguilar

Innovative teaching strategies are among the essential factors that affect student performance. In this context, teachers play crucial and greater roles in engaging learners to make the learning process more effective. This study aimed to determine the effect of group discussion and simulation on the students' academic performance. The sample consisted of forty-three Grade 12 Senior High School students taking Accountancy, Business and Management (ABM) and General Academic Strand (GAS). Students' performance was based on the students' score in the diagnostic and summative tests in Entrepreneurship subject and their semester final grade. Data collection was conducted during the first semester of the school year 2019-2020. Descriptive statistics, Pearson r, and T-test were used and complemented with qualitative data from students through focus group discussion. The study revealed that the students' scores in the post-test were significantly higher than their scores in the Pre-install. They are good predictors of students' performance in Entrepreneurship. Recommendations include strengthening the learner-centered teaching strategies, collaboration with teachers and school heads, private academic institutions and other government agencies, and enhancing business enterprise simulation.

Keywords: group discussion, simulation, entrepreneurship

**ADOLESCENT SEXUALITY AND REPRODUCTIVE HEALTH (ASRH) LESSONS:
AN INTERVENTION TO RAISE THE LEARNERS' LEVEL OF AWARENESS**

Melinda R. Perez, Marianne P. Melencion, Rosanna Q. Ubalde, Emmanuel B. Embate,
Monica B. Delima, Elyn Hope V. Efrén

Information on reproductive health services is critical for young people to feel empowered and make educated decisions. This study aimed to determine students' level of awareness after they had attended a series of CID - Youth Center of LGU-CDO workshops on adolescent sexuality and reproductive health. A non-experimental pretest and posttest research design was used in this study. Thirty-seven (37) student-participants enrolled this school year 2021-2022 were also sampled using the two-staged or multistage non-random sampling approach. The data from the pretest-posttest were analyzed and interpreted using frequency and percentages, with a z-test at a significance threshold of 0.05 used to evaluate whether there was a significant difference in the students' test results. The findings of this study show that ASRH lessons must be included throughout the curriculum, acknowledging the Department of Education's critical responsibility in empowering our Filipino young to make informed decisions about their sexual practices. To lead teenagers towards becoming better-informed individuals in society, interventions on sexuality and reproductive health issues should be extensive and comprehensive.

Keywords: adolescent sexuality, reproductive health, learners' awareness, intervention

SMILE: SIMPLE THINGS MAKE AN IMPACT ON LEARNERS' ENHANCEMENT

Syville Niño U. Dumanon, MaryJoanne T. Guillano, Gertrudes H. Quiblat, Chereilyn C. Malana

This study aims to find out the challenges encountered by the Grade 7 students who are at risk of dropping out in implementing modular distance learning. In addition, this study attempts to determine the effects of teachers' intervention "Project Smile" on students' learning amid the coronavirus pandemic. The method utilized was descriptive. The findings suggest that the deployment of modular distant learning significantly impacts students' learning. Students struggle to cope with their learning because they lack sufficient references. However, teachers' aid in students' learning, on the other hand, has a significant impact on their performance. It shows that teachers always provide technical assistance by paying greater attention and consideration to the well-being of students, especially during pandemics, to improve students' learning. Parents' active involvement in their children's education has an impact on both learning engagement and academic performance. Furthermore, Project SMILE has an impact on students learning in the new normal education by increasing student participation, where students attempt to interact with their teachers about their questions and concerns. Project SMILE promotes collaboration amongst parents and teachers and an avenue for open communication to assist students in properly managing the challenges encountered in the implementation of modular distance learning.

Keywords: Project SMILE, implementation of modular distance learning, students at risk of dropping out

ENHANCING THE LEARNING COMPETENCY ON FOLLOWING INSTRUCTIONS OF HEALTH AND SAFETY PROTOCOLS THROUGH THE USE OF PROJECT SAFE AMONG KINDERGARTEN PUPILS

Rachel Joy M. Alba

This study was conducted to determine the performance level of Kindergarten learners, particularly in their learning competency in Following Directions of health and safety protocols. Based on the Kindergarten Progress report card there are 32 or 91% out of 35 pupils were still in the GS or “*Gasugod*” performance level in their Socio-emotional domain specifically in the learning competency “*Makatuman sa pagsunod sa mga balaod*” and only 3 or 9% got the GL or “*Galambo*” performance rating in the 1st Quarter. Survey questionnaires also showed a need for a learning material that helped learners follow instructions on health protocols. The data gathered urged the teacher to make an innovative intervention to address this problem. The researcher used a Triangulation Method: Focused group discussion, Observation, and Survey Questionnaire to answer this problem. The gathered data revealed a need for intervention material that is an information graphic to enhance the learning competency in following instructions of kindergarten learners. Project SAFE was the answer. It is a visual representation of information, data, or knowledge to present the information quickly and is used to help learners in the following direction on health and safety protocols. After weeks of implementation using Project SAFE, the result showed a positive response of 71% increase from the 1st Quarter result as shown on the Kindergarten progress report card in the 2nd Quarter. This means that Project SAFE effectively enhanced the Following Direction learning competency skills of the kindergarten learners.

Keywords: Project SAFE, infographics, health and safety protocols, following directions, learning competency

PROJECT PANTRY: INCREASING ON-TIME SLM RETURNS

Maria Louella Roz de Gracia-Raut, Cheryl M. Pontillas, Pinky G. Doromal, Jessica E. Lomibao

In the Philippines, as a result of the COVID-19 pandemic-induced changes, parents' vital role in their children's education has been emphasized even more strongly. As students switched from face-to-face classes to a variety of distance learning modes, parents served as learning partners for the education system. While this pandemic is ongoing, remote learning is being used to allow them to participate in their children's education as extended family members. As a result of the decision to use Modular Distance Learning, various issues arose due to the overall transformation of this new educational landscape. One of the most prevalent concerns was the late or non-return of SLM (Self-Learning Modules). One of the main factors was a lack of financial resources. As a result, Project Pantry was created to encourage and inspire parents to return their SLMs on time by offering them one square meal in exchange for their returned modules. The study was quasi-experimental with Grade 8 students as participants. As long as parents returned modules on the specified weekday, they could be guaranteed that at least one meal would be on their table. After the intervention, the rate of rapid SLM return increased by 125 percent. Using the t-test, it

seems that there is a significant difference in the number of on-time SLMs returned before and after Project Pantry deployment, assuming equal variances.

Keywords: pantry, SLM, stakeholders

PARENTS' PERCEPTION TOWARDS IMPLEMENTATION OF COMPREHENSIVE SEXUALITY EDUCATION (CSE) IN THE CURRICULUM

Marie Cris G. Katipunan, Esmeralda R. Montebon, Jellje L. Luzana

Sexuality education in schools is essential for providing young people with the knowledge, motivation, and skills to improve their sexual health. Parents have a special responsibility to provide and facilitate sexual and reproductive health education for their children. Meanwhile, the MAPEH teacher selected Grade 10 parents as the targeted participants during the online dissemination of information about the implementation of sexuality education in the curriculum across all year levels. This study aims to present parents' perceptions concerning the implementation of comprehensive sexuality education (CSE) in the curriculum based on a survey of relevant literature. Determine the factors that influence parents' desire for sexuality education to be included in the school curriculum and who parents believe should deliver sexuality education to secondary school students in Grade 10. A total of 152 parents were chosen from three towns to teach in the school. Data were collected using semi-structured questionnaires. The findings revealed that, while parents supported the inclusion of CSE in the curriculum, they believed that sex education is beneficial in preventing teenage pregnancy among youth, that teachers today are capable of effectively teaching sex education to secondary school students, and that sex education is beneficial for preventing sexually transmitted diseases among youth. Culture and cultural beliefs, religious beliefs, sexual experimental ideologies, parental sexuality ignorance, ideas, sexual experimentation ideologies, and parental sexuality ignorance are some of the factors that emerged in the study to influence parents' perceptions of the teaching of sexuality education. However, the results and discussion show that Parent's Perception Towards Comprehensive Sexuality Education, School CSE Advocacy to Improve Parents' Understanding and Awareness, and Community Readiness in the Implementation of CSE were considered contributory factors in measuring the Parents' Perception Towards Comprehensive Sexuality Education in the Curriculum.

Keywords: perceptions on comprehensive sexuality education, basic education

MINDFULNESS IN MINECRAFT: A GAME-BASED SOCIO-EMOTIONAL INTERVENTION AMONG SELECTED LEARNERS

Hermie L. Amper, Beverly Ann E. Nicolasora

This study used the Mindfulness game in the Minecraft Education edition platform to test a digital game-based socio-emotional learning intervention to promote mindfulness among Grade 9 students. A mixed-method research design was used, and participants were chosen using a purposive sampling process that comprised

students from bichronous classes who had prior exposure to and expertise in the Minecraft game. The study found that following the intervention, self-reported levels of awareness increased from high to very high for self-awareness, moderate to very high for social management, and moderate to high for self-management. Additionally, the following common topics emerged from the focus group discussion: emotion control tactics, empathy-based strategies, and coping styles. These repeated motifs indicated that participants' ability to deal with contradictory situations in the future had improved. Further research into a broader scope on this and comparable approaches is strongly suggested, as is developing school policies to integrate socio-emotional learning into all subject areas to provide consistent student support. However, to implement this type of program, assessing and preparing teachers' competency and preparation must be considered.

Keywords: digital game-based learning, socio-emotional awareness, mindfulness, Mine

PROJECT YAMOG (YOGA AND MEDITATION ONLINE GRIND): A BOOST TO MENTAL WELLBEING AMONG TEACHERS

Emily A. Tabamo

This study aimed to examine the subjective experience of teachers during pandemic, through a nine-week period of face yoga using YAMOG (Yoga and Meditation On-line Grind) 10-minute video on YouTube. Qualitative phenomenological study design was used and total of thirty teachers who practiced face yoga method were selected from the division of Cagayan de Oro City by purposive or convenience sampling to provide the best information. Only teachers who have fulfilled the criteria set by the researcher were taken as sample. Inclusion criteria: 1) elementary or secondary public-school teacher 2) have watched YAMOG face yoga video and 3) have internet access and ability to complete the survey. Data was collected using in-depth interview guidelines and analyzed using Colaizzi's steps. Five common themes emerged from the data: heightened sense of facial awareness, boost emotional mood, sense of relaxation, dedicated yoga space, and keeping mind fresh. A survey questionnaire was also shared via social media networks and through personal email contacts to generate a sample on yoga's impact on their mental health. The results suggest that practicing face yoga using YAMOG YouTube video, provides a happy and pleasant experience thus increasing positive emotions. It boosts mental health and well-being of teachers by providing easily accessible yoga online. Further research is recommended using other methods of yoga using quantitative methodology.

Keywords: face yoga, COVID-19 pandemic, mental health, on-line, teachers

UPLIFTING TEACHERS' MENTAL HEALTH THROUGH NEW NORMAL RECREATIONAL ACTIVITIES

Syville Niño U. Dumanon, Vilma A. Galinada, Judith L. Titular

This study aims to give assistance and extend help to the teachers to uplift their mental health awareness amidst this corona virus pandemic. Also, this study wants to determine the effects of the new normal recreational activities in conditioning the teachers' positive outlooks within the new normal educational system. The finding shows that teachers' mental health in terms of well-being indicates a positive outlook

amid challenges they encountered upon implementing the distance learning modalities. The stress level of teachers is sometimes reasonable. Teachers have difficulties coping with their needs in the implementation of distance learning modalities because teachers lack familiarity with the new normal education. There is also a significant difference between teachers' mental health in terms of wellbeing and stress level. The mental health has an impact on the development of teachers. The school-initiated program – new normal recreational activities uplift the mental health awareness of teachers upon the implementation of new normal education through promoting wellness both physically and mentally, ameliorating teachers' mental health and interactive and fun activities. The new recreational activities help teachers be more optimistic and also it will enrich teachers' well-being as they perform their tasks in the normal education.

Keywords: mental health, new recreational activities, new normal education

IMPROVING INSTRUCTIONAL SUPERVISION USING THE COACHING CALENDAR OF ACTIVITIES (CoCoA): A SCHEDULE-BASED TECHNIQUE FOR MASTER TEACHERS

Lovella L. Magrina

The study aimed to improve the operational efficiency of instructional supervision by helping them conduct their instructional supervision among the teachers assigned to them in a more timely, organized, and systematic manner. Moreover, this research project aimed to provide a practical technique, using a calendar-of-activities format or template as base material, which master teachers can carry around and use during their supervisory tasks. The Department of Education issued DepEd Memorandum-PHROD-2021-0010, the Guidelines on the Implementation of the Results-Based Performance System for SY 2020-2021, which stated that teachers' expectations must be captured in their performance assessment through a more contextualized Results-based Performance Management System (RPMS). This research study used the qualitative method that focuses on exploring the practices of master teachers in preparing for instructional supervision amidst the new normal of education. It was identified that 13 or 94% of master teachers failed to conduct mentoring and coaching activities as specified in the RPMS cycle. To offer technical help to other master teachers, the teacher-researcher developed the innovation CoCoA (Calendar of Coaching Activities): A Schedule Based Technique for Master Teachers. The master teacher-respondents were given the CoCoA, which was used as the basis for this study. With the use of CoCoA, from 1 or 7%, it became 14 or 100% of the master teachers have conducted instructional supervision activities in accordance with the time frame assigned to each phase of the RPMS cycle. This evidence-based intervention is accessible, doable and useful for master teachers, especially in this time of the new normal where modifications in the RPMS cycle and competencies in the COT(Class Observation Tool) of the IPCRF (Individual Performance C Review Form) have been made. Thus, requiring a proper but responsive and simple guidance for master teachers to be effective and efficient in its implementation.

Keywords: instructional supervision, CoCoA, schedule-based, RPMS

EMOTIONAL COMPETENCE AND INSTRUCTIONAL PERFORMANCE OF TEACHERS

Rowell M. Pelino

The study aimed to determine the impact of teachers' emotional competence in relation to their level of instructional performance. This study addressed to: (1) assess the extent of emotional competence of teachers; and (2) determine the level of instructional performance of teachers. This present study employed a descriptive survey design wherein the researcher analyzed, interpreted, and reported the current status of the teachers' emotional competence. Additionally, a questionnaire was also used to determine the extent of emotional competence and its relationship to the level of instructional performance. Findings revealed that respondents' extent of emotional competence signifies "Moderate Correlation" to the level of instructional performance ($r_s = .433$) as indicated by the probability value ($p = .05$). Teachers regularly adapt the ways and means to enhance their emotional competence. On the other side, teachers are periodically behaving according to the call of their profession based on ethical standards. Further, the teachers constantly establish effective classroom management and perform well in instructing the students, preparing lessons, and applying varied modalities.

Keywords: emotional competence, instructional performance, relationship

ADVISER'S TOOLKIT SOFTWARE: AID IN MANAGING EFFICIENT AND SYSTEMATIC ADVISER'S WORKLOAD IN PREPARING SCHOOL FORMS

Marisa M. Linog, Evalyn M. Calangi, Reden S. Valdez

This study aimed to utilize a software program that would enhance class advisers' efficiency and systematic work in preparing school forms. The Adviser's Toolkit, an input once-generate all, the excel-based program, was employed as an innovation for thirty purposely selected class advisers, both JHS and SHS for SY 2021-2022. The software program was created and designed by the co-proponent of this study. It was a practical action research design involving qualitative and quantitative analyses. Observations, researcher-made survey questionnaires, and focus group discussion were employed to know the challenges encountered by class advisers in preparing school forms and test how the toolkit improves class advisers' efficiency and systematic work. Findings revealed that data inconsistencies, time-consuming, prone to erasures, and redundancy of work were some of the challenges encountered by class advisers in the conventional way of preparing school forms. It also found out that the adviser's toolkit helped them have efficient and systematic work. It assured consistency of data and reduced time and effort with clean and organized school forms and other reports. The researchers recommend that the toolkit could be used by class advisers of other schools in the Division of Cagayan de Oro City.

Keywords: software program, efficiency, systematic, adviser's workload

IN-SERVICE TEACHERS' LEVEL OF ADAPTABILITY & SELF-EFFICACY UNDER TEACHING AND COMPUTER SKILLS

April Grace S. Potulan

Teachers of the 21st century should be adaptable and have an ICT skills to be considered competent. This study aims to determine the in-service teachers' level of adaptability and self-efficacy in teaching and computer skills. A survey method was used, and the study population came from one of the schools in Cagayan de Oro City for SY 2020-2021, and 49 in-service teachers were used as a sample. A convenience

sampling method was employed. Data from 49 in- service teachers were collected on a voluntary basis using google Forms. The data that were obtained were processed using spreadsheet computer application. This study showed that in terms of teachers' age level, the majority of the respondents are 26-30 years old. In terms of the gender of the respondents, 37 are females and 12 males. The level (mean) of the in-service teacher's self-efficacy in Basic Computer skills is 2.65, Web-based skills is 2.17, and Media Related Skills 2.49 are all having fair self- efficacy. In the analysis, the in-service teachers' computer self-efficacy depending on the age and sex does not show significant differences. The study showed that teachers of any age are willing to adapt to the changes, adjust to the advancement of the educational system, and never be left behind.

Keywords: in-service teachers, self-efficacy, adaptability to change, ICT skills

PROJECT ONLINE: A TECHNICAL AID TO TEACHERS ADAPTING ONLINE DISTANCE LEARNING

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

Project ONLINE (Observing New Learning Ingenuity in the New normal Education) is a professional training for teachers adapting online classes. If teachers are considered as professionals capable of making complex changes to their practice, they need opportunities to learn with other professionals within the context of their profession (Gregson & Sturko, 2017). As Covid-19 pandemic demands a paradigm shift in the teaching-learning process, teachers must equally be equipped to deliver education on a different pedagogy. Project ONLINE aimed to expose teachers to the related Google Workspace technology as the suggested e-Learning platform. The study compared the pre-intervention, and post-intervention levels of knowledge and application of the five considered Google Workspace - Google Classroom, Google Meet, Google Drive. Results were verified through an informal interview and focus group and substantiated by observing teachers' online classes. The study used both Descriptive and Inferential Statistics for analysis. Data was collected through a Google Workspace Level of Knowledge rater-scale Checklist. Due to Project ONLINE, teachers' knowledge and application level were from WEAK (1.00-1.89) to a VERY GOOD level (2.80-3.69). However, about 10% of teachers were having a hard time coping with the learning process, thus, they proceeded to a one-to-one tutorial with the Project ONLINE support group. Results were confirmed through actual class observation and informal interviews. Using t-test, it was confirmed that there was a significant difference in the level of knowledge and application in Google Workspaces technology as aided by Project ONLINE.

Keywords: Google Workspaces, ONLINE, technology, intervention

SYSTEMATIC REVIEW ON THE MORAL OF FINANCES: BASIS FOR INTERMEDIATE ENRICHMENT PROGRAM FOR PUBLIC SCHOOL TEACHERS

Chibert L. Jala

The all-embracing figure to investigate the public school teachers' financial views and development to further enhanced financial capability leads to advantages to some factors. This study is a systematic review of the phenomenon existing through the result-based data from the public school teachers' evaluation of financial literacy and

preparedness conducted during 2020-2021. The selected data that focus on the result of correlation between teachers' financial literacy and preparedness. It went through the data analysis setting, a quanti-descriptive setting, utilizing data results from a study set as figures to provide the prescriptive data analysis. The framework of the study is patterned from PICO for systematic reviews of data that provide relevant concepts that aided the prescriptive analysis. It is a high-quality evident-based analysis that creates streamlining to improve several practices on the public school teachers' available knowledge. Financial behavior provides high significant relationship to asset acquisition and decision making. Moral action means good responses to finances. It is suggested that school-based program interventions raised awareness to a morality of finances based on the analysis of the correlation of behaviors in response to teachers' asset acquisition and decision-making. This will be anchored to the objective provided from D.O no. 022, s. 2021 as guidelines.

Keywords: financial morality, teacher financial behaviour, intermediate program

ONLINE SHOPP (SCHOOL HUB FOR OPPURTUNITIES): A PLATFORM FOR TEACHERS PROFESSIONAL DEVELOPMENT

Francis Jay M. Damit

In the field of education, the teacher is a pivotal agent for effective learning to happen which is the perpetual goal of education. It is, therefore, imperative that teachers are presented with opportunities where they can have access to professional development activities such as trainings, workshops, conferences, and other programs aimed at equipping them to become highly qualified and globally competent educators. However, one significant factor that makes it impossible for teachers to reach their highest potential is lack of awareness that despite the strengthened efforts of the Department of Education to advance its mandate to undertake programs, activities, and projects for the continuing professional development of its teachers, little to no concrete evidence is observable at the school level. Awareness to opportunities serves as an integral factor that determines the teachers' ability to access the vast sphere of opportunities that are awaiting them. Utilizing the baseline data from the e-SAT or electronic Self-Assessment Tool of teachers and by employing the one-on-one interviews and prototype research design, the innovation called "Online SHOPP" which stands for School Hub for Opportunities, is proposed. Motivated to fulfill the goal of affording the teachers with professional development by raising awareness in school. Subsequently, the innovation is deduced to be beneficial for teachers' professional development needs as it was perceived to have high levels of accessibility, usability, interoperability, and scalability that can improve their levels of awareness and access to available professional development opportunities.

Keywords: educational opportunities, opportunity awareness, opportunity access, professional development, teachers professional development

PASAHAN NG KAALAMAN (PNK) PROGRAM: AS A STRATEGY IN SUSTAINING THE SCHOOL PAPER (ANG SINAGTALA) PERFORMANCE

Luzviminda B. Binolhay, Marlou F. Fadugac, Helen R. Lucman

Schools need to publish regularly to keep parents and community members informed of their children's progress and achievements. Journalism programs allow students to socialize with family, school, media, and classmates. This study aimed to determine the effectiveness of Pasahan ng Kaalaman (PnK) program as strategy in sustaining the performance of school paper (Ang Sinagtala). The researchers used the ex post facto as research design for this study since its main purpose was to determine the effectiveness of Pasahan ng Kaalaman (PnK) program. The study employed purposive sampling among the three (3) years staffers and neophytes who participated through observations, interviews, and document verifications of the press conference. Findings showed an increase in participants from school year 2018-2019, 2019-2020 and 2020-2021. In other words, there is an improvement in using the PnK considering the increase of the number of skilled and committed participants. The PnK strategy is effective considering the increased number of winnings in different categories.

Keywords: journalism, pasahan ng kaalaman (PnK), peer tutoring, school paper publication

E-HVA TOOL: GOOGLE MAPS, ITS ACCESSIBILITY AND EFFECTIVITY IN THE CONDUCT OF HOME VISITATION

Ryan Christian C. Tutas, Aiza Oporto

One of the most challenging parts of home visitations is locating where the student currently resides. Class advisers may have the address of their students, but familiarity with the location is still a problem that teachers face during home visitations. Teachers normally use Google's Maps Application to navigate unfamiliar addresses, although a lengthy approach since Google Maps only allow a One-Directional method of navigation. The users have to manually input the addresses of each stop if one visits two or more addresses. To solve this problem, a system was developed to assist teachers in doing home visitations optimally. Travel time would be shorter as the system calculates the route using the Travelling Salesman Problem (TSP) approach. Time is of utmost importance, especially for teachers. This research aimed to optimally utilize a teacher's time while doing home visitations without sacrificing the service quality. Findings revealed that the system formulated a route that would take less than 2 hours and 24 minutes while visiting three students. These figures were taken from the survey results, where 2 hours and 22 minutes were the average time spent on home visitations by our respondents, and three students were the average number of students being visited per home visitation session. The proposed system consumed less than 2.19MB of Mobile Data for accessibility in areas where internet connection is an issue.

Keywords: Google Maps, travelling salesman problem, travel time, home visitation

THE MOVERS: A SCAFFOLD FOR LEARNERS AT RISK OF FAILING IN THE NEW NORMAL

Christopher C. Nicdao, Jerson B. Herrero

This study aimed at Mechanism for Optimal, Viable, and Enhanced Resource Services (MOVERS) governing the distribution and retrieval of Self-Learning Modules (SLMs) for learners at risk of failing in the new normal. The distribution and retrieval of SLMs

in printed modular learning had been problematic since the advent of pandemic brought about by COVID-19. Data showed that only 93 to 95% of the SLMs had either been delivered or retrieved on time. The usual one-day or two-day schedule of distribution and retrieval was not observed strictly despite wide information dissemination conducted by the school using various media platforms to reach out to concerned learners. Reasons like lockdowns, movement restrictions, unavailability of transportations, and fears of the virus during pandemic period were among the lists of excuses. These excuses had adversely affected the strict observance governing the distribution and retrieval of SLMs. As a result, giving more accurate and timely evaluation and assessment of learners' academic performance by their teachers had stalled. With the MOVERS in place, the principles of shared responsibility and community involvement between and among stakeholders were forged. Remark success was achieved with active participation, coordination, and engagement of concerned stakeholders. Findings revealed that with the strong support of General Parents-Teachers Association (GPTA) and Barangay Carmen, 100% of SLMs was delivered and retrieved on time, thus making the MOVERS not only more successful in the distribution and retrieval of SLMs but also more reliable as scaffold in doing away with learners at risk of failing (LARF).

Keywords: MOVERS, shared responsibility, SLMs distribution and retrieval

COORDINATION AMONG TEACHERS OF SIBLINGS ENROLLEES TO PARENTS WITH CHILDREN ENROLLED IN DIFFERENT GRADE LEVELS

Santos O. Ombay, Ma. Dores P. Napone, Minda S. Rebolido

This study focuses on the cooperation among teachers on sibling enrollees and to the parents whose children are enrolled in different grade levels. The challenge of attending school multiple times per week for module distribution and retrieval. Twenty parents and guardians of 10th graders enrolled for the 2020-2021 school year participated in the study. The information was collected at the end of the first and second quarters. A questionnaire was used to collect parents' firsthand experiences with the problems and difficulties experienced during module distribution and retrieval in the school. The intervention was employed via teacher-teacher instrumental support and teacher-parent active engagement. The findings of the study demonstrated that parents have positive perceptions of teachers and school support, particularly in the distribution and retrieval of modules.

Keywords: modules, distribution, retrieval, sibling enrollees

PROJECT 3C'S: COMPLETE CLASSROOM FORMS, CLASSROOM STRUCTURING, AND CLASSROOM PREPAREDNESS AND MAINTENANCE ADDRESSING TEACHING-LEARNING READINESS IN THE NEW NORMAL

Catalina Q. Oliveros, Nina D. Leyson

This study focuses on addressing the new normal difficulties through teachers' preparedness in teaching-learning, as Project 3C's intervention program for the school year 2021-2022. Participants in the study were the 70 teachers in one of the central schools during the 2021-2022 academic year. The study employed mixed research methods. Based on its findings, this study suggests that teachers' readiness leads to responsive progress in the face of the new normal's problems. Completeness of school

forms increased from 2.97 to 3.79, described as demonstrates standard of excellence; classroom structuring and facility increased from 2.91 to 3.54, described as demonstrates standard of excellence; and classroom preparedness and maintenance increased from 2.56 to 3.38, described as demonstrates standard of excellence. It means that project 3C's considerably boosted teachers' and stakeholders' active involvement in school progress and for the welfare of school learners' learning growth. Participants favored the thematic "CARE" output, which entails fostering a culture of collaboration, active interaction with stakeholders, recognizing and thanking teachers' work through awards and participation in the school initiative program, and increasing teachers' morale. It indicates that shared responsibility and accountability contribute to responsive education in the new normal. Therefore, the school must strengthen shared responsibility and shared accountability for learners' learning progress and establish supportive relationships, as this is the key to bridging the gap to ensure learning growth that provides an effective learning environment and ultimately leads to improved academic performance.

Keywords: classroom school forms, classroom structuring and facility, classroom preparedness and maintenance

PRAGMATIC RESPONSIVE AND INNOVATIVE MODE OF EDUCATION BASIC EDUCATION LEARNING CONTINUITY PLAN (PRIME BE-LCP): AN ASSESSMENT OF THE BASIC LEARNING CONTINUITY PLAN IN SCHOOL

Vanessa Mae B. Martinez

The global outbreak of the highly contagious new strain of coronavirus known as COVID-19, poses unprecedented challenges. Despite the dreadful occurrences brought about by the said virus, delivering quality education continues, thus implementing distance learning. In the Philippines, the Department of Education released Department Order no. 12, Series 2020, entitled Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency. The study focused on the perceptions and responses of teachers to the implementation of BE-LCP (Basic Education – Learning Continuity Plan) for the School Year 2021-2022 in one of the public high schools in the division. The respondents of the study consist of 20 teachers. Descriptive survey research design was applied utilizing a borrowed questionnaire-checklist, the main instrument. Statistical tools such as Mean and Standard Deviation were employed in this study. The Level of Implementation of BE-LCP of a school was determined as the school personnel profile, school enrolment and school's readiness to distance learning were used. The study resulted in trained school personnel on a national level online distance learning. It shows also that with 1,783 enrollees, 120 or 6.73% chose Online Distance Learning with WIFI connection using their cellphones while 1, 663 or 93.26% remained to continue the Modular Distance Learning with a 1:1, Module: Student ratio. Moreover, it is concluded that, teachers are ready to implement Distance Learning as reflected on the Readiness Checklist. Teachers whose implementation is efficient and effective create a tool for assessing learning and making the environment more engaging as an intervention for enhanced learning outcomes.

Keywords: BE-LCP, modular distance learning, online distance learning

SCHOOL-BASED MECHANISM IN BICHRONOUS ONLINE LEARNING MODALITY: A BASELINE FOR INNOVATION

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This study assessed learners and parents' perceptions of the school-based mechanism on Bichronous Online LDM which was measured according to six different areas: Program Implementation and Organization, Instructional Modality, Teaching-Learning Instruction, Learners' Assessment, Grading System and Feedback, Learning Environment, and Monitoring and Feedback Giving. It also determined school's initiative and innovation to address challenges. The study used a survey questionnaire via Google Form to measure the perception of both learners and parents towards the school-based Bichronous Online LD modality. The results revealed that among the six (6) areas of the Bichronous Online LDM Program, the area on Teaching-Learning Instruction area got the highest mean score of 3.37. In contrast, the area of learning environment got the lowest mean score of 3.28. Although both areas fall under the descriptive rating of outstanding, it also shows that challenges, issues, and concerns narrated by learners and parents relate to the learning environment of the modality. The school created an approach that addresses the lowest areas of concern and helps sustain the modality in the teaching-learning process. This study recommends further research that will focus on learners' performance in various subject areas so that this modality shall be considered effective in the teaching-learning process.

Keywords: bichronous OLD, learning modality, learning environment

TEACHER MANAGEMENT E-FORMS SYSTEM (TMES) TO ENHANCE WORK EFFICACY: AN AUTOMATION STRATEGY

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This study aimed to enhance the work self-efficacy of Senior High School teachers of Mambuyaya National High School through designing and developing an automation excel application. Teacher-Initiated Management E-Forms System (TIMES): an automation strategy has been created and developed to help SHS teachers accomplish school forms, namely: SF10, SF 9, Master Sheet, and Grade Sheet in a short period of time. The teachers' workload has been reduced drastically through the use of the system. Furthermore, this innovative program improved teacher-participants' work self-efficacy level, specifically on timeliness, quality, productivity, convenience, and efficacy after implementing TIMES. To analyze and interpret the data gathered, a mixed methods research design was used to better understand the research problems. Modified work self-efficacy Likert scale aligned from WSES, Avallone et al (2007) was the instrument used in the study. Pre and post intervention assessments were treated with descriptive statistical analysis. The researchers recommend to have one official storage in which all data from previous semester will be saved. Also, automated lists of honor students were added.

Keywords: teacher management e-forms system, work efficacy, automation strategy

SATISFACTION LEVEL ON THE PILOT IMPLEMENTATION OF ONLINE DISTANCE MODALITY AS PERCEIVED BY THE LEARNERS AND TEACHERS

Jenith Q. Balsicas

This research determined the satisfaction level of the implementation of online distance learning modality as perceived by the learners and teachers. This study utilized the descriptive research design in gathering information to systematically describe the overall implementation of the online distance learning modality. An online questionnaire, along with the information sheet and consent form was sent to the expected participants of the school. The questionnaire was organized into two parts: socio-demographic information and online learning satisfaction indicators. The results show that the learners have a high level of satisfaction with an overall mean average of 3.64. Almost all learners have a common observation of the indicators presented. They agree that they were satisfied with the way the online teaching was being implemented and delivered to them, while the level of satisfaction of the teachers is also high, with an overall mean average of 4.017 and a standard deviation of 0.80. The school innovation, intervention, and preparation strategy affect the successful implementation of online distance learning. Qualitative responses to corresponding open-ended questions supported the findings that provide information to the school administrators, parents, and stakeholders on the importance of online distance learning in this time of pandemic. Thus, strong partnership, teamwork, and collaboration make it possible. School leaders manage the school thru strategic planning and intensive consultations with all concerned individuals.

Keywords: satisfaction level, online distance learning, innovation



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