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Book of Abstracts

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ENHANCING READING PERFORMANCE OF GRADE ONE PUPILS THROUGH THE READING PASS

Maria Vivien Zamora Dahay

This study determined the reading performance of the pupils in Grade One as basis for the reading intervention for the school year 2022-2023. The ASER (Annual Status of Education Report) tools were utilized to assess the reading performance of the pupils. Since the pretest data revealed that most of the pupils in the class belonged to the Letter level, the intervention, the Reading Pass was implemented. Then, a posttest was conducted. Comparison of the pretest and post were statistically processed, analyzed, and interpreted. Based on the findings and conclusions, it is recommended that Reading Pass intervention should be adopted.

Keywords: proficiency, ASER, Reading Pass

DO-RE-MI READING CHART: AN INTERVENTION TOOL FOR KINDER TO GRADE 2 EMERGING READERS

Rey Misael S. Da-abay

Reading is an interactive process which consists of multiple interactions between variables such as the reader's background, reading materials, developmental levels, teacher's instructional style, and learning goals. This action research assessed the effectiveness of the reading intervention tool for Kinder to Grade-2 emerging readers. Out of 522 learners enrolled from Kinder to Grade 2 levels, 207 learners were identified as emerging readers based on the reading assessment tool used, which is the Annual Status of Education Report (ASER). These 207 readers were purposively taken as participants of this study. The findings revealed that the utilization of the intervention called Do-Re-Mi Reading Chart resulted a great extent or impact that reduced the rate of struggling readers.

Keyword: ASER, emerging readers, Do-Re-Mi Reading Chart

PROJECT COFFEE (COFFEE CART ON FRIDAY AS FUNCTIONAL EXPERIENCE FOR ELEMENTARY LEARNERS) SIMULATION FOR SPED TRANSITION STUDENTS: A BASIS FOR ACADEMIC PERFORMANCE FOR POTENTIAL EMPLOYABILITY SKILLS

Gracelyn Macalam

This research study attempted to assess how Project COFFEE Simulation could improve the skillsets of the Learners with disabilities (LWDs) of the SPED Transition Class utilizing the integration of the three learning domains from the K to 12 Transition Curriculum for LWDs. Selected students were the participants of the study in which they have different disabilities and grade levels. The participants underwent a simulation in three phases where each of them

focused on one role and performed assigned tasks. Data collected during these phases were analyzed through a series of assessments and performance-based forms. The Project COFFEE simulation was proven to have 80% significant improvements in the LWDs' soft skills and hard skills particularly in numeracy, literacy, and life skills.

Keywords: Project COFFEE, simulation, Learners with Disabilities

PROJECT 3 0’CLOCK READING HABIT IN IMPROVING LEARNERS’ READING LEVEL IN ENGLISH

Earl Cabil Amorio

This paper presents an explanatory sequential research study on Project 3 o'clock Reading Habit. It employed a retrospective-prospective research design. Four (4) reading levels were identified based on the Annual Status Report (ASER) tool, namely Letter, Word, Paragraph, and Story. Specifically, this study sought to group learners into reading levels based on the ASER tool and compare the pretest and posttest English reading assessment of the learners before and after the implementation of Project 3 o'clock Reading Habit. Result revealed that the reading level of the Grade 7 learners has improved.

Keywords: ASER Tool, Explanatory, Project 3 o'clock Reading Habit, Reading Levels, Retrospective-Prospective

STORYTELLING: A METHOD FOR BEHAVIOR MODIFICATION IN AUTISM PUPILS

Michael E. Ecoben

This study aimed to investigate the effectiveness of storytelling in modifying the behavior of children with Autism Spectrum Disorder in Special Education Center. The study included three male participants who were all enrolled in the non-graded class for autism at the center. A descriptive research design was employed, and data collection involved the teacher rating the students before and after the storytelling intervention. The Behavior Checklist of Scott Greenway, Ph.D. was utilized to analyze and interpret the data. The participants in this study ranged from six to ten years old. The findings indicated that storytelling had a positive impact on the attention, activity level, and related behavior of the children with autism in less than two months. This suggests that storytelling can serve as an effective teaching and learning method to modify the behavior of children with autism. Furthermore, the study revealed that storytelling facilitated transformative learning in terms of attention, activity level, and related behavior. When exposed to storytelling learners with autism were more likely to engage in the learning process and engage in reflective learning, leading to a deeper understanding of the information conveyed. It is recommended that different storytelling styles are employed on alternate days to prevent monotony and potential student exhaustion or irritation. Additionally, the storyteller should incorporate various activities related to the stories to engage the students further. Overall, storytelling emerges as an essential tool in shaping the behaviors of children with autism, and its implementation should be prioritized in educational settings.

Keywords: Autism Spectrum Disorder, Storytelling, Behavior Modification, Transformative Learning, Educational Setting

JAMBOARD AS VIRTUAL WHITEBOARD: THE BENEFITS OF ITS USE IN TEACHING LITERACY IN KINDERGARTEN PUPILS

Maria Jonna N. Uy, Maria Lhea M. Deguzman, Ruth Ether S. Alvarez

This study explored the benefits of the use of Jamboard as a virtual whiteboard in teaching literacy skills to Kindergarten pupils. A practical Action Research design was used in this study. Findings revealed that the intervention significantly increased pupils' literacy skills based on the comparison of the test scores before and after the intervention in both MDL and ODL group. The use of Jamboard and its different features allows the teacher and the learners to work together in real-time through a virtual class provided with a meaningful literacy experience. It is evident in their literacy skills performance and positive behavior towards learning the concept using Jamboard. It shows that pupils are excited, happy, and not bored because they are able to write, drag, and sketch. When learners were asked if they were having fun going to class using the Jamboard, they automatically answered yes and were excited to go to class again. Using Jamboard as virtual whiteboard has proven to be effective in the improvement of the literacy skills of kindergarten learners.

Keywords: Literacy skills, Jamboard, Kindergarten

INTEGRATION OF SCITECH CONCEPTS USING PROJECT KIDS (KINDERGARTEN'S INGENUITY DEVELOPED THROUGH STEM) IN TEACHING NUMERACY

Marie Lu Christine T. Andoy

This action research aimed to improve the academic performance of 20 Kindergarten pupils using the STEM (Science, Technology, Engineering, and Mathematics) approach in teaching Numeracy. The pre-test results show that the Kindergarten pupils' performance in Numeracy is at an advanced level. On the other hand, the post-test results show a consistent improvement in the children's academic performance wherein they still performed at the advanced level in Numeracy after the intervention among the treatment group. It is proposed that Kindergarten teachers should integrate SciTech concepts such as the STEM approach in their classroom instruction to aid young children in developing essential 21st century skills such as critical thinking, creativity, collaboration, communication, flexibility, leadership, initiative, productivity, and social skills. Moreover, integrating play and relating the STEM approach to real-life experiences make the children's learning process enjoyable and fulfilling.

Keywords: stem, approaches, academic performance, numeracy

EFFECTIVENESS OF MATHEMATICAL INTERACTIVE GAME STRATEGY (MIGS) ON THE ACADEMIC PERFORMANCE OF GRADE 8 BICHRONOUS LEARNERS

Eleanor D. Orog, Alie T. Naingue, Arlen B. Villarte

The study investigated the Effectiveness of Mathematical Interactive Game Strategy (MIGS) on the Academic Performance of Grade 8 Bichronous Learners. This study was conducted during the third grading period of the school year 2021-2022. A One-group pretest-posttest research design was used in one intact class of Grade 8 Bichronous learners. The guidelines in selecting the participants of the study where the learners had consistently joined the Bichronous class within the duration of the study and took the pretest and posttest assessment. There were only 25 qualified learners as participants in the study out of 45 learners in an intact class. A 25-item teacher - made academic performance test with 0.83 reliability was used to gather data. A Focus Group Discussion with 10 random participants was done to consider the personal experiences of the learners towards the interactive game strategy via Kahoot and Quizizz. The data gathered on the academic performance were treated with mean, standard deviation, and paired sample T-test at 0.05 level of significance. The Focus Group Discussion data were analyzed thematically. Findings revealed that Mathematics Interactive Game Strategy had positive feedback from the learners. They were motivated to learn Mathematics with the use of the said motivation. Mathematics Interactive Game Strategy could improve the academic performance of learners.

PROJECT GOALS (GRAPHIC ORGANIZER FOR ACTIVE LEARNING AND SOLVING) IN MATH: AN INTERVENTION FOR IMPROVING PERFORMANCE IN GRADE 10 MATHEMATICS

Alex R. Dela Vega, Eliezer R. Dela Vega

This study aims to investigate the Grade 10 learners' performance in Mathematics after applying the Project GOALS and to explore learners' experiences while applying the intervention in mathematical problem-solving. This quantitative research employed the pre-experimental design. The participants of this study were the forty-seven (47) Grade 10 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 based on their level of capabilities. The respondents were identified upon the evaluation of the teachers based on the results of the pre-assessment. In gathering the data, the researchers utilized two types of instruments used in this study: tests (pre-test and post-test) and semi-structured interview questions. Result from the analysis reveals that there was a significant difference in the pre-test ($= 7.45$, $SD = 3.59$) and post-test ($= 12.68$, $SD = 4.21$) as shown the computed t-value of 11.367 ($p = 0.00$). This implies that participants perform better in the post-test than the pre-test. This means that the intervention was effective in improving the performance of the learners in Mathematics.

Keywords: graphic organizer, visualization strategy, problem-solving

HARMONIZING MATHEMATICAL CONCEPTS: EVALUATING THE EFFICACY OF THE ROUNDING OFF RULE SONG AS AN INTERVENTION FOR IMPROVING GRADE 3 PUPILS' ROUNDING OFF SKILLS

Darnel Ann C. Guligado

This study explores the effectiveness of integrating music, specifically the 'Rounding Off Rule Song,' as an instructional tool to enhance rounding off skills among Grade 3 students. Initial assessments revealed students' difficulties with mathematical concept. Forty Grade 3 pupils were randomly assigned to two groups: Group A (n = 20) received the 'Rounding Off Rule Song' intervention, while Group B (n = 20) received traditional rounding off instruction. Both groups took pre and post-tests to assess their rounding-off abilities. The intervention involved Group A singing the 'Rounding Off Rule Song' while practicing rounding off, individually and collaboratively, while Group B followed conventional teaching methods. Results indicated a significant improvement in rounding off skills for Group A, with a mean post-test raw score of 4.4 out of a possible 5, demonstrating a substantial enhancement in their rounding off skills following the intervention. In contrast, the post-test results for Group B, the control group, showed a mean raw score of 2.6 out of 5. These findings suggest that integrating music, exemplified by the 'Rounding Off Rule Song,' into Mathematics instruction can effectively enhance Grade 3 students' rounding off skills. The heightened engagement and improved performance indicate the potential value of music-based interventions in Mathematics education. Educators may consider incorporating similar strategies to create a more enjoyable and effective learning experience, particularly for students struggling with mathematical concepts like rounding off.

Keywords: Rounding off skills, Grade 3 students, Music-based intervention, Mathematics education Student Engagement

STORY PROMPT: AN INTERVENTION FOR IMPROVING PROFICIENCY OF LEAST LEARNED SKILLS IN SIXTH-GRADE MATHEMATICS

Gresenia A. Rafols, Ian Dwight H. Sabellina, Catherine Z. De Los Reyes

This study was focused on establishing the effect of Story Prompt in solving word problems in sixth-grade Mathematics. The study was conducted in the month of August of the school year 2022-2023. The subjects of the study were the thirty-one grade six learners. They were given a pre-test using the teacher-made diagnostic test at the start of the study. Inferential statistics was employed. The following findings were drawn from the analysis of data: (1) The pretest performance of the learners showed that most of the competencies were not mastered. (2) The posttest performance of the learners was more than the national standard of 75% and most of the skills have been mastered. (3) There is a marked increase in the posttest performance. (4) There is a significant difference in the achievement scores of the learners in problem-solving. Based on the findings of the study the following conclusions are drawn: (1) The application of Story Prompt in solving word problems helped the learners improve their performance. Based on the findings, the following recommendations were made: (1) Problem posing should be used by teachers in problem-solving. (2) Similar studies can be conducted to test the effects of Problem posing in

solving word problems in elementary Mathematics; (3) A longitudinal study can be conducted to test its sustainability over a longer period of time; (4) Other similar studies can be done taking into consideration other factors like differences in (a) sex; (b) grade level; (c) attitude of respondent which could hopefully give more insights on the applicability of the method.

Keywords: Problem Posing, Problem Solving, Academic Performance, Pre-solution, Within-solution problem- posing.

PORTFOLIO-BASED ASSESSMENT (PBA) ON MATH LEARNERS: AN EXPLORATION OF ATTITUDE, METACOGNITIVE SKILLS, AND LEARNING OUTCOMES

Beverly Anne E. Nicolasora

This research aimed to investigate the perceived effects and associations of portfolio-based assessment on Math learners' attitudes, metacognitive skills, and learning outcomes. The research utilized an action research design, incorporating both Likert scale questions, Focus Group Discussions (FGDs), naturalistic observations, unstructured interviews, portfolio artifacts, and quarter exam results as the primary data collection methods. The study was conducted over three cycles, from second to fourth quarters among grade 10 Math learners. The research began by implementing a portfolio-based assessment approach, where students were required to compile and maintain a collection of their math-related work, including assignments, quizzes, projects, and reflections. Throughout the study, Likert scale questionnaires were distributed to gauge the participants' attitudes toward the portfolio-based assessment method. The FGDs were conducted to gain deeper insights into the learners' perceptions and experiences with the new assessment approach. The findings revealed a positive impact of portfolio-based assessment on Math learners. Secondly, the research identified a significant enhancement in metacognitive skills among Math learners. Finally, the study revealed a positive correlation between portfolio-based assessment and learning outcomes.

Keywords: assessment, portfolio-based assessment, mathematics learning

MATHTICTABLE: A GAMIFICATION TOOL IN BRIDGING MULTIPLICATION GAPS AMONG GRADE 5 PUPILS

Hazel P. Montimor

MathTicTable a gamification tool is designed to address multiplication gaps among Grade 5 Pupils. The study was conducted in response to repeated problems encountered by educators in teaching multiplication and division concepts effectively, a basic skill in advanced Mathematics. This research study wants to seek whether combining gamified learning experiences can improve learners' proficiency and deepen conceptual understanding. A mixed method approach was used, combining both quantitative assessment and qualitative insights. The study involved samples of Grade 5 pupils. Quantitative data analysis revealed a significant improvement in multiplication skills among students who used MathTicTable compared to those who received traditional instruction. Moreover, students who engaged with Math Tic Table displayed increased motivation

and enthusiasm for Math. Qualitative data highlighted students' positive perceptions of Math Tic Table, emphasizing it's fun and interactive nature. Teachers also reported improved student engagement and a deeper understanding of multiplication concepts. The results show a significant relationship between all factors with the students' assessment score. The increment in students' motivation to study and participate in class activities contribute to their performance in the subject taught. Further research should explore its long-term impact and scalability to benefit a wider student population.

Keywords: Mathtictable Gamification Multiplication Skills Learning Experience

PROJECT SCI-REFLECT (SCIENCE REFLECTION) JOURNAL: AN INTERVENTION FOR IMPROVING LEARNING OUTCOMES IN SCIENCE

Alex R. Dela Vega, Annaleah S. Galorio, Dennis U. Dela Cerna

This study aims to determine the effect of the Project SciReflect Journal on the Grade 7 learners towards their performance in Science. This study utilized the pre-experimental design. The participants of this study were the forty-two (42) Grade 7 learners. The study utilized convenience sampling in selecting the participants of the study. In order to gather the data, the researchers utilized a pretest and posttest adopted from the Self Learning Module (SLM) that were answered by the participants before and after the intervention. After the data had been gathered, tabulation and analyses were applied using the appropriate data analyzing tool to determine the outcomes of the study. In addition, participants were interviewed to gather an in-depth analysis pertinent to their experiences and challenges in using the SciReflect Journal. The result from the analysis reveals that there was a significant difference in the pre-test ($\bar{x} = 7.98$, $SD = 3.76$) and post-test ($\bar{x} = 12.05$, $SD = 2.43$) as shown in the computed t-value of 6.748 ($p = 0.00$). 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 Science.

Keywords: Reflective Journal, Science Education, reflective learning

INTEGRATING GREEN SCHOOL MODULES AS A MODULAR APPROACH IN IMPROVING SUSTAINABLE EDUCATION IN SCIENCE FOR GRADE 3 LEARNERS

Nina D. Leyson, PhD

This study aimed to improve sustainable Science education for Grade 3 students in the academic year 2022-2023 by using green school modules and a modular approach. Participants were randomly selected from Grade 3 learners during the academic year. The research employed a mixed-method approach. Findings revealed a significant enhancement in student performance, with post-test scores (24.73) exceeding pre-test scores (13.12). This highlights the positive influence of green school modules on third-grade students' Science education. It is important to note that pre-test scores showed greater variation, with a higher standard deviation (6.74) compared to the post-test (5.97). The results indicated that learners benefited from the modular approach when combined with green school modules, as evidenced by an average mean score

of 3.84, categorized as "Agree." Statement number 8, "Using modular learning materials has made Science learning more enjoyable for me," received the highest mean score of 4.33, signifying "Strongly Agree." It underscores learners' strong appreciation for the incorporation of green school modules in their Grade 3 Science education, emphasizing their value. Furthermore, the integration of green school education led to increased self-confidence, active participation, positive social interaction, a deeper appreciation for the subject, and enhanced critical thinking skills among all learners. Participants also expressed a preference for the thematic approach labeled "FUN," which focuses on fostering understanding through nature. This suggests that integrating green skills not only enhances the educational experience but also prepares future generations with a strong passion for Science, sustainability, and making a positive global impact.

Keywords: Green School Program, Sustainable Education, Science

PARENTAL CONFLICT: ITS RELATION TO THE ACADEMIC PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS

Laura A. Abaigar

The overall purpose of this study was to determine the factors affecting parental support and the academic performance of senior high school students. This study helped those students who were struggling at home and at school. This study contained descriptive survey research method. The verbal equivalence based on the behavior of the students in their homes were compared to their academic performance. It can be concluded that the identified factors affecting parental support were poor time management, poor communication, and financial problems.

Keywords: parental conflict, poor time management, poor communication, financial problem, academic performance

GAMIFIED CONCEPT PAPER PRESENTATIONS: ENHANCING LEARNERS' SUCCESS AND 21ST CENTURY SKILLS

Josephine A. Deysolong

Gamified Concept Paper Presentations (GCPPs) have the potential to enhance learners' success and 21st-century skills in academic research. This study investigated the effectiveness of GCPPs in a mixed-methods study with 120 Senior High School Grade 12 students taking English for Academic and Professional Purposes. The quantitative results showed that GCPPs led to higher levels of learner engagement, motivation, and learning outcomes than Traditional Concept Paper Presentations (TCPPs). The qualitative results from focus group interviews with learners and instructors revealed that GCPPs were more engaging and motivating than TCPPs and that they promoted the development of 21st-century skills such as critical thinking, creativity, collaboration, and communication.

Keywords: gamified concept paper presentations, learner success, 21st-century skills, academic research, critical thinking

ENHANCEMENT TO THE EDUCATIONAL AND PSYCHOLOGICAL GROWTH OF STUDENTS THROUGH POSTING EDUCATIONAL SLOGAN (PES) AT SCHOOL PAR

Leonor C. Reyes

This study was conducted to evaluate the effects of educational slogans to the cognitive qualities of grade 9 to grade 12 students. The study sought to determine whether the educational slogan improves the cognitive qualities of the respondents and the enhancement of educational and psychological growth of students through posting educational slogans at the school park. The respondents of the study are 206 students with 94 male and 112 female. The research design in this study was descriptive research. The researcher used a self-made survey questionnaire as the research instrument and used a 5-point Likert- scale to determine the enhanced posting educational slogan. The PES stands for (Posting of Educational Slogan) which the school-based intervention has garnered an effective result based on the rated given by the respondents which has consistently exceeded expectations. The data suggested that the developed school-based intervention be utilized as one of the enhancements of cognitive qualities and educational and psychological growth of the students. The students should often read slogans that can motivate and inspire them in their everyday life as students. The teachers should make an activity where all the students can create their own quotes to enhance the educational and psychological growth of the students to make him/her effective and efficient members of society. They would bring a sense of awareness among students about their individual self-esteem. The community could post an effective slogan to enhance the students' cognitive qualities and continue the effectiveness of the intervention.

Keywords: educational; slogan; enhancement; psychological growth; PES

APPREHENSIONS IN SPEAKING FLUENCY: A BASIS FOR INSTRUCTIONAL GUIDELINES AND STUDENTS' ACTIVITIES THROUGH READING

Maria Lorena A. Candia, PhD

This study was conducted to identify the common reasons for the communication apprehension of Grade 11- HUMSS. Apprehension in speaking fluency hampers the students' communication in English. The subject teacher strategized on how to improve their speaking fluency. Convenience sampling was used in which the researcher accessed the Grade -11 class in the Oral Communication subject. The subject teacher-researcher raised a question for the students to answer as a way of collecting their reasons. The collaboration of the forty-six (46) students served as the basis for the formulation of instructional guidelines and student activities in the Oral Communication class that will guide the students to improve their speaking English fluency through the integration of Reading. The integration of Reading is another language skill that the students need to improve, fluency reading is at the same time fluency in speaking skills. The result of this study revealed that the Grade 11 students need to be guided for improvements in their fluency. In particular, it is difficult for them to express themselves or share their ideas. They were very conscious of their pronunciation and grammar. They were hesitant to speak because they might be embarrassed by their mistakes. Moreover, it has not been their customary experience to use the medium of language due to their vernacular learned at home. It is rather expedient for them to code-switch instead. Through the basis of the instructional guidelines in this study, the

students in the Oral Communication subject will have the chance to be guided on fluency in speaking through reading which is a very essential factor for their future success in the academe, workplace, or business.

Keywords: Oral Communication, Apprehension, Fluency, Language

ENHANCING LEARNERS' PERFORMANCE THROUGH (RCS) READING COMPREHENSION STRATEGIES IN FUNDAMENTALS OF ACCOUNTANCY, BUSINESS AND MANAGEMENT 2

Denver E. Neri

The ability to comprehend written text necessitates the integration of several linguistic and cognitive processes, encompassing but not restricted to, word recognition skills, working memory capacity, inference formation, monitoring of comprehension, vocabulary knowledge, and past experiential knowledge. This study aimed to investigate the efficacy of Reading Comprehension Strategies (RCS) in the context of Fundamentals of Accountancy, Business and Management 2. The participants in this study are learners who achieved low final grades in the course FABM 1. The testing instrument employed in this study was derived from the Self-Learning Modules that were made available to all participants. The low turnover of pre-test paves the way for the introduction of Reading Comprehension Strategies as an instrument of intervention. The study's findings indicate that RCS has the potential to improve learners' performance. Therefore, it is advisable to continue in its implementation during the subsequent cycle as an intervention mechanism across all learning areas.

Keywords: reading comprehension; homework; enhancement; academic attitude; RCS

EFFECTIVENESS OF CALISTHENICS ROUTINE AS MOTIVATION TOWARDS THE INCREASE OF ENGAGEMENT IN PHYSICAL EDUCATION AMONG GRADE 8 STUDENTS

Farrah Alvie F. Ablanque

Calisthenics is a popular form of physical exercise. Research showed that calisthenics can increase self-esteem and improve one's mind and body to become more productive. This study aimed to explore the effectiveness of "Galaw Pilipinas" as a motivation/energizer and part of the classroom management routine before the start of the first-period class. The participants of this study were twelve (12) male and twenty two (22) female students of the Grade 8 learners. The study utilized a pre-experimental and convenient sampling design. The researcher utilized a pretest and posttest questionnaire developed during the Workshop for Testing Coordinators and Test Developers (Regional Memorandum No, 691 series of 2021). The developed questionnaire was answered by the participants before and after the intervention. The result from the percentage score of posttest (\bar{x} = 16.65, SD = 2.93) and level of motivation (\bar{x} = 36.50, SD = 1.08) revealed that the introduction of calisthenics routine positively influenced the motivation and engagement of students to attend classes as shown by the computed t-value of 9.53 and 1.83 ($p = 0.03$). This means that the intervention was effective as a motivation/ energizer and part of the classroom management routine before the start of the first-period class. The level of motivation (in terms of attendance) during the implementation of the calisthenics routine consistency suggests that the

learners were generally motivated and engaged to attend Physical Education classes. The implementation of the calisthenics routine not only has a significant positive effect on academic achievement (post-test scores) but also significantly improved the motivation and engagement of Grade 8 SPA learners to attend Physical Education classes. By incorporating calisthenics in the classroom management routine, schools can create a holistic educational experience that not only focuses on academic subjects but also promotes physical health, enhanced cognitive function, and increased class engagement and motivation.

Keywords: calisthenics routine, Galaw Pilipinas, students' motivation/energizer

PROJECT SECURE (SAFETY FOR EVERYONE IS THE CORE UNDERTAKING RESPONSIBLE FOR SCHOOL EMERGENCIES) IN STRENGTHENING ELEMENTARY LEARNERS' EARTHQUAKE RESPONSE AND SAFETY AWARENESS IN SCHOOL

Jessa Jade Obedencio, Leaveline D. Tugahan

This study focused on addressing the lack of awareness among learners regarding earthquake response and safety measures within schools. The study introduced Project SECURE, a comprehensive intervention aimed at promoting a culture of safety and preparedness among learners. The main objective of the study is to assess the impact of Project SECURE on learners' awareness and preparedness levels. Through a comparative analysis, the study examined the learners' level of awareness before and after the implementation of Project SECURE. The findings demonstrated a significant improvement in overall awareness and preparedness among the learners. The post-assessment survey revealed that the learners' understanding of earthquake response and safety measures has significantly increased, as evidenced by an overall mean score of 4.05. The results emphasized the importance of addressing the knowledge gap and enhancing learners' understanding of events regarding earthquakes. Project SECURE proved to be an effective intervention in empowering learners with the necessary skills and knowledge to respond effectively during an earthquake especially in schools.

Keywords: earthquake awareness; earthquake drill; school safety; school disaster risk reduction management

PANTAWID PAMILYANG PILIPINO PROGRAM (4PS) LEARNERS' PERSPECTIVE: FAMILY'S FINANCIAL SITUATION, FAMILY SUPPORT ON EDUCATION, AND ACADEMIC PERFORMANCE

Aileen E. Maghuyop, Beverly Anne E. Nicolasora

This study explored the perspectives of learners regarding the Pantawid Pamilyang Pilipino Program (4Ps) in the context of their family's financial status, family support for education, and academic performance. The study employed a voluntary sampling method and utilized mixed methods to gather comprehensive insights. The results of this research indicated that participants generally reported a very satisfactory level of academic performance. Additionally, learners perceived that the 4Ps program played a significant role in improving their family's financial status and enhancing family support for their education. These findings underscored the positive impact of the 4Ps program on the academic outcomes and well-being of learners, highlighting the importance of social welfare initiatives in supporting education and financial stability among

vulnerable populations. Further research is encouraged to delve deeper into the long-term effects and potential areas for program enhancement.

Keywords: 4Ps, Extended Parenting Program, Philippine Government Program

STUDENTS' LEVEL OF SATISFACTION OF THE DIFFERENT GENDER RESPONSIVE BASIC EDUCATION (GRBE) PROGRAMS

Christina M.V.V. Simbajon

The students' perception of the different programs implemented in school, specifically their level of satisfaction is significant information in any program evaluation. Program Evaluation is the process of assessing the program's objectives, its methods, and how well it achieves its goals and looks at its long-term effectiveness. A locally made survey questionnaire was used to measure the students' level of satisfaction with the different Gender-Responsive Basic Education (GRBE) Programs. The research instrument was a 6-item, 5-point Likert satisfaction scale with constructs on reliability, responsiveness, and outcomes of the GRBE programs. The reliability and accuracy of the survey questionnaire were tested using Cronbach's alpha. The 178 (Male=85, Female =93) homogeneous research participants, were all honor students. The research results showed homogeneity responses with low standard deviation ($\sigma = .963 - 1.168$) scores. Recommendations to have more valid and reliable data on future program evaluation were made.

Keywords: Gender Responsive Basic Education (GRBE) Programs, Program Evaluation, MATATAG basic education agenda

“TEACHER KO, TANGGAP AKO” SNEDTACULAR: AN OPEN COMMUNITY PROGRAM FOR SNED LEARNERS (A STRATIFIED INCLUSION)

Noel Cris G. Redulla, Epher T. Pellazar, Aileen Joy P. Ang

The study sought to determine the acceptability level of teachers through the pre-survey and post-survey, and the possibly stratified intervention. Receiving Teachers had a very strong disagreement in accepting SNED learners in their regular class during the Pre-Survey test with a numerical response of .80. When the Stratified Inclusion was given to the 10 teachers, gradually on increase of 80% was distributed to agree to strongly agree with a numerical value of .90 and described as very high. This proved that teacher-respondents in the receiving of SNED learners in the regular classes were strongly accepted due to stratified intervention such as; giving the school action learning cell with tremendous information and activities in which the study pointed out the love and belonging of the child found crucial in this endeavor.

Keywords: Inclusion, Receiving Teachers, Stratified

OPTIMIZING THE IMPLEMENTATION AND UTILIZATION OF THE DEPED LEARNING MANAGEMENT SYSTEM (LMS) FOR ENHANCED PROFESSIONAL DEVELOPMENT OF HIGH SCHOOL TEACHERS.

Ninia Marie A. Estillore

This action research study investigated the implementation and utilization of the DepEd Learning Management System (LMS) as a tool for enhancing the professional development of teachers. The study employed a mixed-method approach, combining quantitative data from surveys with qualitative insights gathered through open-ended responses. The quantitative findings revealed a high level of user satisfaction with the DepEd LMS, as a significant majority of teachers found it user-friendly and effective in accessing professional development materials. Notably, the LMS positively impacts teachers' motivation to engage in professional development activities and fosters a sense of growth in their teaching skills. Qualitative insights provided a deeper understanding of the strategies necessary to maximize the LMS's potential. Teachers emphasized the importance of comprehensive training, diversification of content, and the cultivation of social skills to facilitate peer learning and knowledge sharing. Furthermore, the study highlighted the significance of a supportive learning environment and effective utilization of LMS features. In response to the findings, an action plan was proposed, outlining steps to enhance training, diversify content, promote social skills development, improve internet connectivity, encourage supportive instructor practices, and make effective use of LMS tools. The action plan aims to optimize the DepEd LMS as a catalyst for teacher professional development. This research underscored the transformative potential of technology-enhanced professional development in education. The study contributes to the broader conversation on leveraging digital platforms to empower educators, foster collaboration, and drive continuous improvement in teaching practices. Ultimately, the findings and action plan serve as a roadmap for Bonbon National High School to harness the full capabilities of the DepEd LMS in support of its dedicated teaching faculty.

Keywords: DepEd LMS, Professional Development, Teacher Training, Knowledge Sharing, Technology in Education

TRUST IN LEADERSHIP: ITS IMPLICATIONS TOWARDS TEACHERS' COMMITMENT

Mary Glo Bacarrisas – Catarong

The study examined teachers' trust in the leadership of their respective school heads and teachers' commitment in schools. The descriptive method was used in the study to determine the relationship among the foregoing variables. Online surveys were used to gather the necessary data. The select respondents in this study were the 158 elementary school teachers from East 1 & 2, Southwest 1 & 2, West, North, and South districts in the Division of Cagayan de Oro. The statistical tools used were: frequency, mean, percentage, and regression analysis. The general findings showed that teachers in the Division of Cagayan de Oro have high trust towards the leadership of their school heads; and that teachers also have very high commitment towards their respective schools and profession. Evidently, teachers' trust in the leadership of their school heads significantly explain their commitment. There is a positive linear correlation between trust in leadership and teachers' commitment which means that as teachers' trust in the leadership of their school heads increases, their commitment in schools also increases. Findings suggest that

school heads need to have level of awareness that their loyalty, competence, and integrity as school leaders may have bearing on their teachers' commitment in schools.

Keywords: trust, loyalty, competence, integrity and commitment

The ART of ALFREDO: Activating and Revitalizing Transformation of Academic Excellence, Lifelong Learning, Faculty Development, Research and Development, Education Community Collaboration, Digitalized Campus and Optimized Engine of Educational Growth

Alfredo C. Tongco Jr., Chibert L. Jala

Leadership is vital for school improvement. The Department of Education in the (PPSSH) guidelines to make school leaders more effective and boost teacher and student performance. This study offers a strategic program that utilizes seven points agenda of strategic leadership that promotes transformational leadership engagement. As a foundational starting point, the school should adopt an evidence-based and systematic approach with a primary focus on the learner's perspective. By adopting transformational leadership principles, schools can shift their management practices to a more effective system with a specific program focus. This program is pursued as part of the intervention to activate and revitalize transformation through the 7 points agenda as strategic leadership through ALFREDO means as academic excellence, lifelong learning, faculty development, research and development, education community collaboration, digitalized campus and optimized engine of educational growth. Using descriptive research, equipped with mean, frequency and standard deviation to analyze the data to the perception of 93 teachers in Lumbia National High School, using its questionnaire to gather perceptual views on leadership competencies which develops practical evaluation tools for school leadership competency and management. The study finds that teachers highly value the leadership competency of using technology and ICT for school data management due to the school's access to technology and the Internet. It was found, however, that assisting student school leaders and supporting teachers' professional development initiatives helped to empower the entire school community. This included promoting transformational leadership among students, leaders, and teachers through total wellness workshops and leadership seminars. ALFREDO's 7 points agenda, on the other hand, guides school-based management in enhancing curriculum development, teacher training, and student support services is key to creating an inclusive and effective learning environment. It empowers educators to innovate and creates a more engaging and effective learning environment that promotes transformational leadership. By identifying areas of strength and improvement, schools can implement targeted interventions.

Keyword: Transformational Leadership, Leadership proficiencies, Program Development

UNDERSTANDING THE EXTENT OF SCHOOL-BASED LEARNING ACTION CELL (SLAC) IMPLEMENTATION: BASIS FOR DEVELOPING AN ACTION PLAN FOR SLAC PROGRAM

Vanessa Mae M. Pagas, Beverly Anne E. Nicolasora, Aileen E. Maghuyop

The successful implementation of School Learning Action Cell (SLAC) as seen to be the most cost-effective continuing professional development process that improves the teaching-learning is dependent on how school leaders and teachers understand the process. The consistency in its implementation and monitoring is somehow difficult to achieve when school heads and teachers have a limited grasp of the processes and framework of SLACs. To answer the problems, three sets of survey questionnaires were distributed to 2 LAC leaders and 30 teachers. Data gathered were analyzed using descriptive statistics. The results revealed that LAC leaders' and teachers' understanding of SLAC as a strategy for improving instructional delivery was excellent and good respectively. The findings revealed that teachers generally perceived to have a good understanding of its role but have a limited understanding of certain indicators. Feedback gathered from questionnaires shows that teachers and LAC leaders generally have the same level of perception in the implementation of SLAC. However, identified areas of learning and specific indicators measured are suggestive to be given consideration and prioritization in SLAC implementation. Based on these findings, it is recommended that school heads and teachers revisit and enhance capacity building in understanding the role of SLAC. It is also recommended to strengthen program implementation review to improve the process of conducting LACs in schools and learning centers.

Keywords: Learning Action Cell, School Learning Action Cell, Professional Learning Communities, Teachers' Professional Development

JOURNEYLISM: A YEAR-ROUND GUIDE FOR ELEMENTARY ADVISERS IN COACHING CAMPUS JOURNALISTS

Liane Mae A. Andilab

This study was conducted to five (5) School Paper Advisers and aimed to assess the teaching approach of School Paper Advisers (SPA) in the implementation of Special Program for Journalism as mandated by RA 7079 otherwise known as Campus Journalism Act of 1991 in selected public schools in the Philippines. 4 out of 5 SPA respondents raised their problems and issues regarding the implementation and manual guide of Special Program for Journalism specifically on elementary level. The researcher used qualitative survey method using small group discussions. The researcher rolled out JOURNEYlism: a year-round guide for elementary advisers in coaching campus journalists. Results showed there was an improvement in the implementation of Journalism as an academe subject in grades 4 to 6 level.

Keywords : JOURNEYlism, manual guide, School Paper Adviser, Special Program for Journalism

ENHANCING TEACHING-LEARNING PREPAREDNESS THROUGH COMPREHENSIVE CLASSROOM STRUCTURING COMPLETION AND CLASSROOM MAINTENANCE

Giljun T. Penuliar

The study aimed to address the level of engagement of classroom teachers' preparedness in terms of classroom structuring, preparedness, and maintenance; determine if the teachers' engagement in classroom structuring affect their preparedness and maintenance and identify the learning experiences after the intervention was implemented. The study employed a mixed-method research design to assess teachers' classroom preparedness in response to DepEd Order No. 21 s. 2023. The study involved 60 teachers during the 2022-2023 school year, selected through random sampling for in-depth interviews regarding classroom preparedness and school assistance in teaching-learning challenges. The findings revealed several important insights. First, they emphasized the critical role of creating conducive classroom environments that optimize teacher-student interactions while minimizing distractions, ultimately enhancing the overall quality of education. Second, the findings underscored the importance of teachers adhering to all instructions, including health protocols and directives outlined in DepEd Order No. 21, s 2023, as essential measures for maintaining a high standard of classroom preparedness and fostering a safe and conducive learning environment. Third, the study indicated that there was no significant impact of teachers' engagement in classroom structuring on their overall preparedness and maintenance, suggesting the influence of other variables in determining classroom readiness. Based on these results, several recommendations are put forth. Schools and educational institutions should invest in resources and training programs to support teachers in creating and maintaining optimal classroom environments. This includes providing access to teaching materials and continuous professional development to enhance teaching practices. Furthermore, schools should prioritize training and awareness campaigns to ensure teachers' compliance with established guidelines, promoting high standards of classroom preparedness and safety. Finally, institutions should support research efforts to identify additional factors influencing classroom readiness, which can inform targeted strategies to improve overall education quality. The study's findings highlight the importance of continuous improvement in classroom environments and teaching practices to benefit both educators and students.

Keywords: Class Structuring, Classroom Preparedness and Maintenance

ENHANCING CLASSROOM PERFORMANCE AND SCHOOL MANAGEMENT THROUGH PARENTS-LEARNERS ONLINE SCHOOL FEEDBACK MECHANISM (PLOS-FM)

Jay T. Hebia

The study examined the parents' and learner's feedback towards the teacher's classroom or teaching performance, the school management and the support experienced by the learners from the teacher and the school, and vice versa. The descriptive method was used in the study to determine the relationship among the foregoing variables. Online surveys with the use of Google Forms were used to gather the required data. The select respondents in this study were the 1369 elementary learners in North I District. Primary research includes the floating of the online survey, group discussion, and in-depth interviews of the identified respondents. Secondary research includes a poll or online survey of the cases encountered. The general findings showed that learners in school experienced very satisfactory to excellent service from the teachers and school management. Evidently, feedback is very significant to the school and teacher's improvement,

performance and management. Findings suggest that teachers have to implement a classroom-based feedback system and suggestion box to allow all the learners and parents to voice out their issues and concerns inside the classroom and school.

Keywords: Feedback Mechanism, learning environment, knowledge of content, teacher support, school support and parent's support

EXPLORING AUTOMATED SCHOOL FORMS ON TEACHERS' TIME-ON-TASK: PROJECT AUTOCRAT

Marjorie A. Lagang

This action research aimed to explore the efficiency and time-saving benefits of using the Autocrat add-on in the process of creating school forms such as SF9 and SF10 for teachers. Purposive sampling was employed to select 8 participating teachers who were given survey questionnaires and a checklist at various stages of the study - before, during, and after the implementation of the mixed method action research. The research focused on the efficiency and speed using the Autocrat add-on and the interest of teachers in using the app. During the study, the participants were instructed to utilize the Autocrat add-on in the creation of school forms. Subsequently, the teachers were asked to evaluate the efficiency and speed of the Autocrat add-on after its implementation. The analysis of the data using descriptive statistics and thematic analysis provided by the research participants led to the conclusion that creating school forms can indeed be achieved more efficiently, saving valuable time for teachers, through the utilization of web-based applications such as the Autocrat add-on.

Keywords: teacher's workload, time-on-task, efficiency, school forms and automation

ENHANCING SCHOOL DISASTER RISK MANAGEMENT READINESS THROUGH FLOOD MITIGATION PROJECT WITH SHARED ENGAGEMENT AND ACCOUNTABILITY AMONG STAKEHOLDERS

Alma B. Penonia, Nina D. Leyson

The study focused on improving disaster risk management preparedness through a flood mitigation project. The participants involved 50 both internal and external stakeholders associated with the school during the academic period. A mixed-method approach was employed. The findings revealed that the flood mitigation project significantly enhanced the School Disaster Risk Reduction Management, with an average score of 4.12, indicating "Agree" among stakeholders who believed in its effectiveness in reducing water levels within the school. It showed that participants generally agreed with key factors related to project accountability, with an average score of 3.86. Meanwhile, the project received an overall effectiveness rating of 4.12, and the key indicators related to the program implementation scored slightly lower at 3.86. Statistical analysis showed that there is no significant difference among the key indicators in terms of their influence on accountability for project implementation. However, participants preferred the thematic output labeled "GOALS," emphasizing the importance of guardianship, transparency, collaboration, resilience in learning, and sustainability. It implied that the flood mitigation project provides opportunities for the school to enhance its disaster risk management readiness while fostering shared engagement and accountability among stakeholders. Therefore, strengthening

partnerships and collaboration between community stakeholders align with broader disaster risk management initiatives and enhance overall preparedness, ultimately securing a nurturing educational environment.

Keywords: School Disaster Risk Management, Flood Mitigation Projects, Shared Engagement and Accountability among Stakeholders

THRIVING THE POST PANDEMIC TEACHING USING EARTHING: PANACEA TO STRESS, MOOD AND FEELINGS

Sola Violetta L. Mendoza

As schools re-opened their gates after a two-year hiatus, teachers were flushed with pressure and anxiety to return to in-person learning. With the hope of mitigating teachers' perceived stress and improving their moods and feelings, the researcher employed and explored the effectiveness of earthing as an intervention. Earthing allows teachers to reconnect with the earth by standing or walking barefoot. This study used qualitative method of research and descriptive statistics to validate the impact of the intervention strategy. A total population sampling technique was used to determine the sample of the study. Also, an adapted questionnaire from Ultimate Longevity LLC (2021), was used to measure teachers' attitudes towards earthing, the Perceived Stress Questionnaire of Cohen et al. (1983) for the level of perceived stress and Angold & Costello (1987) to measure participants' Mood and Feelings. Collected data were treated with descriptive statistical analysis. The triangulation method was employed to validate the usefulness of the intervention. Results disclosed that participants had a positive attitude towards earthing because they claimed it could calm their minds and give positive emotions. Moreso, earthing was proven to be a panacea for stress and mood and feelings considering the observable results. With everyone's support, the intervention was dutifully implemented without sacrificing any instructional time. Recurring themes among participants indicate a positive impact of earthing intervention on teachers' stress, mood and feelings. The study suggests the implementation of "earthing" as an intervention strategy to everybody in the school community to de-stress and to have that general sense of enjoyment and enthusiasm for life.

Keywords: Earthing, stress level, mood and feelings

TEACHERS' PERCEIVED LEVEL OF AWARENESS AND ATTITUDE IN DISASTER RISK REDUCTION MANAGEMENT PROGRAM (DRRMP) AND THEIR NARRATIVES IN THE UTILIZATION OF COVID-19 CONTINGENCY PLAN

Rosemarie G. Tolentino

This study aimed to determine the level of awareness on Disaster Risk Reduction Management (DRRM) in Designing Division of Cagayan de Oro's COVID-19 Contingency Plan among the teachers of Southwest 1 District Division of Cagayan de Oro City, for the School Year 2020-2021. Specifically, this study sought to: a) determine the respondents' profile with the teachers' level of awareness on Disaster Risk Reduction Management Program (DRRMP) b) determine teachers' attitude towards awareness of COVID-19 Contingency Plan c) teachers' perceived level of awareness on Disaster Risk Reduction Management Program (DRRMP) d) teachers' feedback in the utilization of COVID-19 Contingency Plan. The study was conducted on one hundred fifty-six

(156) public school teachers in Southwest 1 District, Division of Cagayan de Oro. The descriptive research design and a researcher-made survey questionnaire was utilized in the study. The researcher used the Likert scale on the questionnaire. Analysis of variance was employed to test the significant relationship between teachers' level of awareness on Disaster Risk Reduction Management (DRRM) program and attitude. The teacher-respondents revealed that there was no significant relationship in their level of awareness on Disaster Risk Reduction Management Program (DRRMP) in designing COVID-19 Contingency Plan according to age, sex, position, teaching experience, highest educational attainment, and related trainings/seminars attended. In contrast, there was a significant relationship between the teachers' level of awareness on Disaster Risk Reduction Management Program (DRRMP) and attitude in designing the COVID-19 Contingency Plan. The teachers' feedback through the interview given, revealed the high importance of COVID-19 Contingency Plan. Data revealed that all teachers believed that COVID-19 Contingency Plan is very useful which needs to be designed with tedious dedication and momentum as it helps the schoolchildren to be safe, disaster-resilient, and prepared at all times while learning continuity is not at risk. Trainings and seminars to schoolchildren and teachers related to Disaster Risk Reduction Management (DRRM) thrusts are also highly advised that would motivate the local government unit (LGU) to extend in their respective areas of concern especially to schools and how they can effectively deliver quality school Disaster Risk Reduction Management (DRRM) related projects, programs and services.

Keywords: disaster risk reduction management; contingency plan design, & awareness

THREE-YEAR SENIOR HIGH SCHOOL GRADUATES TRACER STUDY: BASIS FOR WORK IMMERSION PLAN AND CAREER GUIDANCE PROGRAM

Mar V. Agot, Manuel L. Lincaro Jr.

This study investigated the value of graduate tracer studies in assessing high school graduates' experiences upon joining higher education, employment, entrepreneurship, or middle-level skills, focusing on the significance of the training and the alignment of their enrolled strand. Focused on Pedro "Oloy" N. Roa Sr. High School graduates, the research aligns with the department's plans in addressing the impact of the K-12 curriculum and unemployment. The study used questionnaires, teacher input, Google Forms, and focus group discussions emphasizing on their experiences and the importance of their Work Immersion, career guidance and the curriculum exit they landed. Data analysis incorporates frequency, percentage, and mean calculations, with a particular focus on enhancing immersion and career guidance programs to benefit future graduates. The research analyzed a group of 164 participants, predominantly concentrated in the 22-year-old age category and with a significant female majority, most of whom were single. These participants were grouped based on their enrollment in various Senior High School (SHS) programs, including TVL- HE, Academic-GAS, and TVL-ICT. Among these, 66.46% pursued higher education, 32.32% entered the job market, and 1.22% embarked on entrepreneurial ventures. Fields such as Education and criminology were popular choices among those pursuing higher education, and private-sector employment was the dominant choice. Notably, employed participants did not perceive a strong connection between their SHS program and their current jobs, while all those involved in entrepreneurship reported alignment. Among those pursuing higher education, 52.29% reported finding alignment in their chosen paths, with personal factors and anticipated outcomes serving as the foundations for their career decisions. The study also

detailed a one-year plan with a focus on developing career-related skills, establishing industry partnerships, providing career guidance, facilitating work experience, and conducting ongoing assessments.

Keywords: curriculum exits, work immersion, career guidance program, employment, entrepreneurship, higher education

MALUNG-GANDA: CULTIVATING GREEN SUSTAINABILITY AND SAFETY THROUGH COMMUNITY-BASED GARDENING

Federico S. Espina, Jr.

The "MALUNGGANDA: Cultivating Sustainability and Safety Through Community-Based Gardening project is an action research that attempted to respond to long-standing safety and environmental concerns within the school grounds. In the school year 2021-2022, this initiative engaged 20 Grade 2 parents weekly for three months, harnessing the transformative potential of community-based gardening. This study endeavored to address the impact of community-based gardening to the school's solid waste management; the safety enhancement of the innovative intervention and the level of engagement and satisfaction experienced by the parent-participants. Qualitative data collection methods, including surveys, focus group discussions, and meticulous observations, served as the foundation for a nuanced understanding of the project's impact. The results unveiled a remarkable reduction in hazardous waste within the school premises, coupled with a pronounced enhancement in overall safety. Moreover, the study underscored a profound sense of community engagement and satisfaction among the participating parents, propelling the initiative beyond its initial objectives. Anchored on the theoretical framework of the Ecological Systems Theory (Bronfenbrenner) and the Social Ecological Model, this study presented the interconnected dynamics between individuals, communities, and their surrounding environment. By promoting sustainable practices and fortifying safety measures, the MALUNGGANDA project serves as an exemplar of community-driven interventions in educational settings. It highlights the potential of such initiatives to transmute school environments, nurturing safety, sustainability, and vibrant community engagement.

Keywords: community-based gardening, solid waste management, school safety, community engagement, sustainability.

ASSESSING THE ONLINE DISTANCE LEARNING DELIVERY VIA SWOC ANALYSIS

Francisca F. Aguilar, DBM, Evelyn Q. Sumanda, Ernalyn M. Lampines

The COVID-19 pandemic has caused all schools worldwide to abruptly switch to distance education to protect the health and well-being of learners, parents, teachers, and personnel (DepEd Order No. 012 s. 2020). Included in the DepEd Basic Education Learning Continuity Plan is the online distance learning delivery modality. The objective of this study was to assess the quality indicators through strengths, weaknesses, opportunities, and challenges (SWOC) of online distance learning delivery in the school. The sample was made up of 60 learners, 70 parents and 20 teachers. The main data collection techniques were validated researcher-made questionnaire complemented with qualitative data from parents and teachers through focus group

discussion. Mean and standard deviation were the key descriptive statistics used to analyze and present the findings. The data gathering was conducted during the 3rd quarter of the school year 2021-2022. The study revealed that the quality indicators were generally very highly implemented. However, there were issues and concerns that need to be addressed to maximize the delivery of online distance learning. Recommendations included the following: (a) Retooling and Upskilling of teachers to keep abreast with the demand for digital learning; (b) online assessment may be given less weight due to possible cyber dishonesty; (c) Portfolio assessment and computer-assisted assessment may be adapted to meet authentic assessment; (d) Instructional materials and supplies including internet connectivity may be provided; (e) Communication load or allowance may be sustained for teachers to be able to strengthen the feedbacking or follow-up with the parents.

Keywords: Online Distance Learning, SWOC Analysis



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