

BOOK OF ABSTRACTS 2024

ISSN 2467-6624
VOLUME 8 NO. 1 2024



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TEACHING AND LEARNING - ENGLISH

STRUCTURED SPEAKING PRACTICE AN INTERVENTION FOR REDUCING ENGLISH-SPEAKING ANXIETY IN THE CLASSROOM

Aimeah B. Hadjihabir, Lady Vynn U. Godinez, Elvie Biasong

Effective communication skills are essential for students' academic success and personal development. However, many learners face challenges due to English-speaking anxiety, which can hinder their verbal expression and classroom participation. This study examined the effectiveness of a Structured Speaking Practice (SSP) intervention in reducing English-speaking anxiety among Grade 10 students at Agusan National High School. Employing an explanatory sequential mixed methods design, the research began with a quantitative assessment that identified a high prevalence of speaking anxiety among participants. The intervention, which focused on regular and guided speaking activities, was then implemented over a set period. A comparative analysis of pre- and post-intervention results revealed a significant reduction in students' anxiety levels, confirmed through statistical testing. While the SSP intervention proved effective overall, increased variability in post-intervention scores suggested differential impacts among participants. These findings emphasize the need for differentiated and adaptive approaches to support learners with varying levels of speaking anxiety. The study highlights the value of structured, student-centered interventions in fostering a more confident and communicative learning environment, and it calls for further research to refine and personalize such strategies.

Keywords: English-speaking anxiety, structured speaking practice, communication skills, mixed methods, Grade 10 students, language intervention

IMPLEMENTING EFFECTIVE REWARD SYSTEMS TO FOSTER ENGLISH LANGUAGE DEVELOPMENT

Joralyn S. Tudit

This action research employed a mixed-methods approach to examine the effectiveness of a structured reward system in enhancing English language development among fourth-grade students. The study aimed to determine whether incorporating rewards could positively influence learners' academic performance and classroom engagement. Quantitative results showed that students in the experimental group outperformed those in the control group, as reflected in higher mean scores on post-tests and reduced variability in performance. These outcomes suggest a measurable improvement in English proficiency due to the intervention. Qualitative data gathered through focus group discussions further revealed heightened student motivation, increased engagement, and more positive peer interactions. Feedback from teachers and parents also supported the system's impact, citing noticeable improvements in learners' confidence and enthusiasm for



participating in English-related tasks. Overall, the findings suggest that a structured reward system can serve as an effective strategy for promoting academic growth and supporting English language proficiency in the early grades. The study underscores the importance of motivation-enhancing interventions and recommends the continued exploration of reward-based approaches to enrich language learning experiences.

Keywords: reward system, English language development, motivation, academic performance, early grade learners, mixed methods

ADVANCING ACADEMIC PERFORMANCE IN ENGLISH THROUGH COLLABORATIVE SUCCESS TRACKER SYSTEM

Sarah Jane B. Abapo

This study, Advancing Academic Performance in English through the Collaborative Success Tracker System, explored an innovative response to the challenges Grade 4 learners face in achieving English proficiency. Classroom observations revealed that behavioral issues such as inattentiveness and talkativeness significantly impeded learning—an issue common in many elementary settings where traditional teaching methods often fail to sustain engagement. A pre-assessment involving 40 students showed that 60% scored below the expected proficiency level in English, highlighting a need for more engaging and collaborative strategies. In response, the study introduced the Collaborative Success Tracker System, grounded in Vygotsky's Social Constructivism theory, which emphasizes the role of social interaction in learning. The intervention involved group-based learning activities where students were assessed both individually and collectively, promoting teamwork, accountability, and active participation.

Findings indicated that the system effectively enhanced both engagement and academic performance in English. Students demonstrated improved focus, participation, and cooperation, leading to measurable academic gains. The results suggest that incorporating collaborative, student-centered strategies can address behavioral barriers and improve outcomes in foundational subjects. This study underscores the potential of socially grounded interventions to transform learning environments and support struggling learners.

Keywords: collaborative learning, English proficiency, student engagement, Vygotsky, Social Constructivism, elementary education



TEACHING AND LEARNING - SCIENCE

PIPE (PUPIL INTERACTION AND PUPIL ENGAGEMENT) INTEGRATION OF VIDEO LESSON IN TEACHING SCIENCE AND ITS EFFECT TOWARDS THE LEARNING OUTCOME OF SELECTED GRADE FIVE PUPILS OF CAMAMAN AN ELEMENTARY SCHOOL

Amalia A. Pangarungan

The integration of video lessons in science education marks a significant advancement in instructional practices, offering a dynamic and engaging approach to enhance student learning. This study explores the impact of video-based instruction on learners' conceptual understanding and overall classroom experience. Emphasizing the visual representation of complex scientific phenomena, video lessons help make abstract ideas more tangible and relatable for students. The findings reveal that video instruction effectively supports diverse learning styles, enabling differentiated instruction and fostering active participation. Multimedia resources promote collaborative learning by encouraging learners to discuss and analyze content within a shared context. Additionally, students exposed to video lessons demonstrated increased interest, motivation, and improved retention of scientific information. The study concludes that integrating video lessons not only enriches the learning environment but also enhances critical thinking and problem-solving skills—key competencies for success in the digital age. Furthermore, the research underscores the importance of aligning video content with curriculum standards to ensure instructional relevance and maximize learning outcomes. While the benefits are substantial, the study also addresses potential challenges, particularly in ensuring equitable access to technology among learners.

Overall, this study highlights the transformative potential of video-based instruction in science classrooms and calls for thoughtful implementation to bridge engagement gaps and support 21st-century learning.

Keywords: video-based instruction, science education, multimedia learning, conceptual understanding, differentiated instruction, student engagement, critical thinking, digital learning

COMIC-BASED LEARNING MATERIAL: AN APPROACH TO ENHANCE STUDENTS' ACHIEVEMENT AND INTRINSIC MOTIVATION IN SCIENCE

Maridelyn D. Gumonan, Gary Greg C. Tagra

This study explores the impact of comic-based learning materials on the academic achievement and intrinsic motivation of Grade 9 students in science education. Conducted as an action research project, the study utilized a mixed-methods research design to gather both quantitative and qualitative data. Using a paired t-test, results showed a statistically significant improvement in student performance, with mean post-assessment scores increasing from 5.81 to 9.89 ($p < 0.001$). These



findings suggest that comic-based materials enhance students' understanding of complex scientific concepts and provide a more engaging alternative to traditional text-based instruction. The intrinsic motivation assessment revealed that while students generally perceive science as interesting and relevant, the use of comics further heightened their engagement. Focus group discussions supported these results, with students expressing appreciation for the visual elements that aided their comprehension. However, they also recommended improvements to content design—such as increasing text size and providing more in-depth examples—to enhance readability and instructional value. Overall, the study highlights the potential of comic-based learning materials to improve both academic outcomes and student motivation in science. While the approach shows promise in fostering a more positive attitude toward the subject, refinements in material design are necessary to maximize effectiveness. Future research should investigate the long-term impact of comic-based learning and its applicability across various educational levels and settings.

Keywords: comic-based learning, science education, student motivation, academic achievement, visual learning, instructional materials, mixed-methods research

SHOW AND TELL, THEN DO IT; ENGAGEMENT IN SCIENCE AMONG GRADE 3 LEARNERS

Vicky Rose M. Bajado

This action research aimed to enhance student engagement in Science lessons among Grade 3 learners through the implementation of the “Show and Tell, Then Do It!” strategy. Conducted over a six-week period, the intervention encouraged students to share personal experiences connected to their lessons, fostering deeper connections to the subject matter and promoting active learning.

The results revealed a notable increase in students' interest and participation. Learners showed enthusiasm in sharing their own stories and collaborated effectively during hands-on activities. Tasks such as preparing healthy snacks and creating class presentations contributed to a more interactive and meaningful learning experience. This strategy not only reinforced scientific concepts but also fostered critical thinking and cooperative learning. Moreover, the intervention supported the development of essential 21st-century skills, including communication, creativity, and self-confidence. Learners engaged in collaborative projects, expressed their ideas more confidently, and demonstrated a stronger sense of ownership over their learning process. In conclusion, the “Show and Tell, Then Do It!” strategy proved to be an effective pedagogical approach for increasing student engagement, motivation, and academic performance in Science education. The study underscores the value of experiential learning techniques that bridge students' personal experiences with academic content, particularly at the foundational level.



Keywords: student engagement, science education, experiential learning, primary education, hands-on learning, motivation, critical thinking, collaborative learning, communication skills

TEACHING AND LEARNING - MATHEMATICS

LOGICAL MATH DRILLS: AN INTERVENTION TO REINFORCE BASIC OPERATIONS SKILLS IN A HIGH SCHOOL CLASSROOM

Alex R. Dela Vega, Eliezer R. Dela Vega

This action research explored the impact of logical math drills on the arithmetic fluency of 42 Grade 7 students. The primary objective was to strengthen learners' proficiency in basic mathematical operations—addition, subtraction, multiplication, and division—through structured, timed activities designed to enhance both computational fluency and logical reasoning. The four-week intervention involved 15-minute daily sessions, with tasks tailored to reinforce mental math and accuracy under time constraints. The study employed the action research cycle: planning, acting, observing, and reflecting. Data collection instruments included pre-tests and post-tests, weekly quizzes, teacher observations, and student reflection journals. Results revealed a marked improvement in arithmetic fluency, evidenced by a notable increase in post-test scores. Weekly assessment data also displayed a consistent upward trend in learners' performance, supporting the effectiveness of the intervention. Despite the gains, some students expressed anxiety about timed tasks, which initially hindered participation. To address this, collaborative learning strategies were integrated to foster peer support and reduce math anxiety. The intervention's flexibility allowed for adjustments to accommodate diverse learning needs. Overall, the findings affirm that logical math drills are a practical and effective instructional approach for enhancing arithmetic fluency and promoting logical thinking. The study also emphasizes the importance of emotional support and differentiated instruction to maximize learning outcomes. This research contributes valuable insights to the field of mathematics education and serves as a reference for teachers aiming to improve numeracy skills through engaging and logic-based interventions.

Keywords: Logical Math Drills, Arithmetic Fluency, Computational Skills, Mathematics Intervention, Numeracy, Logical Reasoning, Collaborative Learning, Differentiated Instruction.

DYNAMIC DOU: UNLOCKING READING AND ARITHMETIC SKILLS THROUGH EDUCATIONAL BUDDY SYSTEM

Mary June D. Saycon, Shirley D. Laurilla

The “Dynamic Duo” study investigated the effects of peer tutoring on the reading and arithmetic skills of Grade 2 learners, emphasizing learner engagement, collaboration,



and social development. Employing a mixed-methods design, the study utilized standardized assessment tools—the Philippine Informal Reading Inventory (PHIL-IRI) for reading and the Annual Status of Education Report (ASER) tool for arithmetic—to identify participants and evaluate academic progress. Qualitative data were gathered through informal observations and unstructured interviews, providing deeper insights into learner experiences. The intervention was implemented over two action research cycles. In Cycle 1, learners were assigned partners; however, challenges such as low motivation and social discomfort were observed. In response, Cycle 2 introduced a student-selected pairing system, allowing learners to choose their own “dynamic duo” partners. This adjustment significantly enhanced participation, peer support, and confidence during tutoring sessions. Post-intervention results revealed marked academic gains. Notably, 9 out of 10 learners improved their reading levels—from frustration level to instructional level—while arithmetic scores showed moderate but consistent improvement. Additionally, learners demonstrated increased collaboration, communication, and positive attitudes toward learning. The study highlights the value of learner agency and adaptive strategies in promoting academic success and social-emotional growth. Allowing students to choose their learning partners created a supportive learning environment that enhanced both performance and interpersonal connections. This research contributes to the growing body of evidence supporting peer-assisted learning as an effective strategy in early education.

Keywords: Peer Tutoring, Reading Skills, Arithmetic Skills, Learner Engagement, Social Development, PHIL-IRI, ASER Tool, Mixed-Methods Research, Early Grade Intervention, Adaptive Instruction.

DEVELOPING THE SUBTRACTION PERFORMANCE OF KINDERGARTEN PUPILS THROUGH BITE TO SUBTRACT TOOL (BTS)

Christine C. Dabatian

Mathematics plays a crucial role in young learners’ everyday lives, and building a strong foundation in mathematical thinking—especially in operations like subtraction—is vital in early childhood education. This study explored the effectiveness of “BITE to Subtract”, an innovative and contextualized instructional material designed to enhance the subtraction skills of kindergarten pupils at Balulang Elementary School for School Year 2023–2024. The study focused on 57 identified learners who received a “Gasugod” (GS) rating in their second-quarter subtraction assessments, indicating the need for remediation. A triangulation method was employed, integrating Focus Group Discussions (FGD), classroom observations, and survey tools to assess baseline performance, gauge learner engagement, and identify instructional gaps. Findings from the initial data confirmed the urgent need for a strategic intervention to strengthen pupils’ foundational subtraction skills. Following the implementation of BITE to Subtract, a significant improvement was observed in pupils’ third-quarter performance, with a notable



reduction in computational errors and increased learner confidence. Teachers also reported heightened pupil participation and engagement during math sessions. The study concludes that BITE to Subtract is an effective and developmentally appropriate intervention tool for young learners. It is recommended for wider use among kindergarten teachers as supplementary material for teaching subtraction, particularly in addressing learning gaps in basic arithmetic operations.

Keywords: Early Mathematics, Subtraction Skills, Kindergarten, BITE to Subtract, Instructional Material, Intervention Program, Foundational Numeracy, Triangulation Method, Learning Gaps, Balulang Elementary School.

ENHANCING ACADEMIC ACHIEVEMENT AND MOTIVATION OF MATHEMATICS STUDENTS THROUGH GAMIFIED FEATURES OF QUIZIZZ

Juneza O. Oliveros, Adimae A. Eblamo

This study investigated the effectiveness of gamified formative assessment using Quizizz on the academic achievement and motivation of Grade 7 Mathematics students. Employing a between-subjects design, the study involved 45 learners from Pedro “Oloy” N. Roa Sr. High School, divided into an experimental group ($n = 23$), which utilized Quizizz, and a control group ($n = 22$), which employed traditional assessment methods. Data were collected through pretests, posttests, and motivation questionnaires to evaluate both cognitive and affective outcomes. Results showed that while both groups exhibited improved Mathematics performance, the experimental group achieved a slightly higher mean posttest score (29.52) than the control group (28.73), although this difference was not statistically significant. However, the experimental group demonstrated significantly higher motivation levels, as evidenced by the questionnaire results. Students in the Quizizz group reported increased lesson mastery, improved self-confidence, and greater interest in solving mathematical problems. Qualitative data reinforced these findings, highlighting enhanced engagement, interactive learning experiences, and a positive classroom environment driven by gamification. Although Quizizz may not produce substantial gains in short-term achievement, it effectively promotes student motivation, which is a key factor in sustained learning and performance improvement. This study contributes to the growing body of research on educational gamification and emphasizes the relevance of digital tools in fostering interest and motivation in Mathematics, especially in the Philippine secondary education context.

Keywords: Gamified Assessment, Quizizz, Student Motivation, Mathematics Education, Academic Achievement, Formative Assessment, Digital Learning Tools, Secondary Education, Philippine Context, Engagement.



COUNT IT, DIKIT: A MANIPULATIVE INSTRUCTIONAL MATERIAL TO DEVELOP THE COUNTING SKILLS OF KINDERGARTEN LEARNERS.

Nena R. Gamulo

Every child possesses unique abilities and learning styles, especially during the early years of education. Recognizing the need to support diverse learners, Count It, Dikit, a manipulative instructional material, was developed to enhance kindergarten learners' counting skills and boost their numeracy performance, one of the seven learning domains outlined in the National Kindergarten Curriculum Guide (NKCG). This tool supports play-based learning, aligning with developmentally appropriate practices in early childhood education and helping teachers provide meaningful, engaging, and differentiated instruction. This action research aimed to examine how targeted, hands-on instructional strategies using Count It, Dikit can improve mathematical readiness among kindergarten pupils. Adopting a mixed-methods approach, data were collected through pre- and post-assessments, classroom observations, and parental feedback over an eight-week intervention period. The results showed substantial improvements in number recognition, one-to-one correspondence, counting accuracy, and overall numeracy confidence. Learners also displayed increased classroom engagement, mathematical curiosity, and enjoyment in numeracy-related activities. The study underscores the significance of interactive, manipulative-based learning tools in establishing foundational math skills and highlights the critical role of developmentally appropriate strategies in early numeracy instruction. Findings contribute to best practices in early mathematics education and provide actionable insights for kindergarten teachers aiming to improve numeracy outcomes through creative, learner-centered approaches.

Keywords: Early Childhood Education, Numeracy Development, Kindergarten, Counting Skills, Manipulatives, Play-Based Learning, Instructional Materials, National Kindergarten Curriculum Guide, Action Research, Mathematics Engagement.

ENHANCING STUDENTS PROBLEM SOLVING SKILLS IN MATHEMATICS THROUGH AGONA TECHNIQUE

Merry Chris D. Marquezo

This action research aimed to improve the mathematical problem-solving skills of 34 Grade 6-Uranus pupils at West City Central School through the implementation of the AGONA technique, an intervention integrated with the Jigsaw learning strategy. Initial data from the pretest revealed that 41.18% of the learners performed at an average level, while 17.65% fell under the poor performance category. To address this gap, the Jigsaw technique—a collaborative learning strategy that promotes peer teaching and shared responsibility—was utilized to supplement traditional instruction. Following the intervention, post-test results showed a noticeable reduction in the number of students performing poorly. Statistical analysis ($p = 0.030$) indicated a significant improvement in the mathematical achievement of



students exposed to the Jigsaw strategy compared to those taught through conventional lecture methods. The technique facilitated better conceptual understanding, logical reasoning, and enhanced engagement by encouraging active participation and interdisciplinary thinking. Findings underscore the value of integrating student-centered, interactive methods such as the Jigsaw strategy in Mathematics instruction to develop critical thinking and problem-solving competencies. It is therefore recommended that teachers adopt Jigsaw-based activities in daily lessons, with structured time for group discussions, reflection, and consolidation of concepts. With thoughtful planning and classroom management, the AGONA-Jigsaw approach can serve as a powerful tool in enhancing students' mathematical performance and fostering deeper learning.

Keywords: Mathematics Education, Problem-Solving Skills, Jigsaw Technique, AGONA, Grade 6, Action Research, Collaborative Learning, Student Engagement, Conceptual Understanding, Statistical Improvement.

TEACHING AND LEARNING - FILIPINO

COBICLASS: INVESTIGATING THE EFFECT OF COMMUNITY-BASED INSTRUCTION ON FILIPINO IN THE CLASSROOM

Bernadette Fordenita S. Cadiz

This experimental study aimed to examine the effect of Community-Based Instruction (CBI) on students' educational achievement in Filipino, specifically comparing the performance of learners exposed to CBI with those taught using traditional instructional methods. The research involved 85 Grade 6 learners enrolled at Pedro "Oloy" N. Roa Sr. Elementary School, employing a pretest-posttest control group design. The experimental group received instruction anchored in real-life community experiences, while the control group was taught through conventional classroom methods. A One-Way ANOVA test for independent measures revealed that students exposed to CBI strategies attained significantly higher post-test scores in Filipino, confirming the positive impact of experiential, community-connected learning. However, the interaction between teaching method and learning style was found to be statistically insignificant, suggesting that the improvement was largely attributed to the instructional approach rather than learner preferences. These findings support the principles of Republic Act No. 10533 (Enhanced Basic Education Act of 2013) and the Matatag Curriculum, both of which advocate for contextualized, culturally relevant, and learner-centered instruction. By grounding lessons in students' immediate environment, CBI promotes meaningful learning, fosters cultural identity, and enhances academic performance. The study underscores the importance of adopting community-based strategies in Filipino instruction to enrich learners' personal and academic development. It is recommended that further studies explore the application of CBI across other subject



areas and examine additional variables such as student motivation, retention, and long-term achievement.

Keywords: Community-Based Instruction, Filipino Education, Educational Achievement, Matatag Curriculum, Republic Act No. 10533, Culturally Relevant Teaching, Experimental Research, Learning Style, Contextualized Learning, Elementary Education.

ESTRATEHIYANG MNEMONIC DEVICE NA PAGKATUTO: TUGON SA PAGTAAS NG AKADEMIKONG PERFORMANS NG MGA MAG-AARAL

Leonor C. Reyes

Ang Filipino ay isa sa mga asignaturang itinuturo sa lahat ng antas ng edukasyon, mula elementarya at sekundarya hanggang kolehiyo, at ito ay bahagi ng kurikulum (Truya, 2020). Ayon sa K-12 Basic Education Curriculum ng Kagawaran ng Edukasyon, layunin ng pagtuturo ng Filipino na malinang ang (1) kakayahang komunikatibo, (2) replektibo/mapanuring pag-iisip, at (3) pagpapahalagang pampanitikan. Ang paggamit ng mga *mnemonic device* ay nakakatulong sa mga mag-aaral na matandaan ang mahahalagang katotohanan at prinsipyo. Upang gawing mas madaling maalala, karaniwang gumagamit ang mga ito ng mga tugma, tulad ng "*30 araw ay may Setyembre, Abril, Hunyo, at Nobyembre,*" at mga akrostikong parirala kung saan ang unang titik ng bawat salita ay kumakatawan sa isa pang salita, tulad ng "*Practically every old man plays poker regularly.*" Lumabas sa pananaliksik na mas madaling nauunawaan ng mga mag-aaral ang mga aralin gamit ang iba't ibang *mnemonic device*. Sa *focus group discussion*, lumitaw ang paksang ito, na nagpapakita na ang mga salungatan na nagmumula sa mga aktibidad ay mahusay na napangasiwaan habang nagbibigay ng puna sa panahon ng pagpapatupad ng pagbabago. Dahil dito, nabawasan ang mga salungatan, at ang mga kalahok ay mas nakatuon sa pagkamit ng mga layunin. Ibinahagi rin ng mga mag-aaral ang kanilang mga karanasan sa pagkatuto gamit ang iba't ibang *mnemonic device*, na naging mas kawili-wili at epektibo para sa kanila. Malawakang ginagamit ang mga *mnemonic* sa mga paaralan bilang isang karaniwang estratehiya sa pag-alala, at maaari ring makatulong ang paggawa ng sariling *mnemonic* na angkop sa istilo ng pagkatuto ng isang mag-aaral upang mapadali ang pag-unawa at pagsasaulo ng mga aralin.

Mga Keywords: Mnemonic Device, Pagkatuto, Estratehiya, Mag-aaral



TEACHING AND LEARNING - TLE

CANVAMAZIN': A DIGITAL TOOL IN ELEVATING THE ICT SKILLS OF GRADE 6 MARS IN T.L.E.

Helen D. Gaid, Liane Mae A. Andilab

This study explores the implementation of CanvAmazin', a digital learning innovation designed to strengthen the Information and Communication Technology (ICT) skills of Grade 6 Mars students, in alignment with the Department of Education's MATATAG Curriculum. Recognizing the limitations of traditional teaching methods, which often struggle to engage today's digital-native learners, the intervention integrates Canva, an intuitive and versatile graphic design platform, into Technology and Livelihood Education (TLE) instruction. Grounded in Jerome Bruner's constructivist learning theory, the approach emphasizes active, experiential learning by allowing students to create meaningful outputs that reflect real-world applications. The findings of the study reveal a marked improvement in student performance and engagement. Specifically, learners' average scores improved significantly—from 9.6 out of 25 (38%) in traditional poster-making to 21.6 out of 25 (86.4%) using CanvAmazin' for digital poster design. This shift underscores the tool's effectiveness in enhancing both content understanding and digital creativity. Moreover, CanvAmazin' contributes to the development of 21st-century skills such as critical thinking, collaboration, communication, and digital literacy. It fosters a dynamic learning environment that promotes innovation, exploration, and learner autonomy. The integration of technology in TLE through CanvAmazin' not only makes learning more relevant and engaging but also prepares students for the demands of the digital world. The study recommends continued adoption and expansion of digital tools like CanvAmazin' to ensure learners' holistic development as technologically competent and responsible citizens in an increasingly digital society.

Keywords: CanvAmazin', ICT skills, digital literacy, constructivist learning, MATATAG Curriculum, Canva in education, TLE, 21st-century skills, student engagement, digital innovation.

TEACHING AND LEARNING – ARLING PANLIPUNAN

ENHANCING THE ORAL PARTICIPATION OF GRADE 6 LEARNERS IN ARLING PANLIPUNAN THROUGH REPORTING

Grace J. Tumanda

Arling Panlipunan is a vital component of the elementary curriculum, yet many students perceive it as uninteresting or difficult to engage with. This action research investigates the effectiveness of reporting as a teaching strategy to enhance oral participation among Grade 6-Meteor learners at West City Central School. Oral



participation is essential in promoting active learning, building self-confidence, and developing communication skills, especially in social studies where dialogue, analysis, and expression of opinions are crucial. However, observations revealed that several students were reluctant to participate in class discussions, which hindered their academic performance and overall classroom engagement. To address this, the study implemented a structured reporting strategy, where learners prepared and presented topics in front of the class. The research utilized pre- and post-assessments, observation checklists, rubrics, and self-reflection forms to evaluate changes in student behavior and learning outcomes. Findings showed that the reporting strategy significantly improved students' oral participation. Learners became more confident, articulate, and willing to express their ideas. The use of peer feedback, teacher guidance, and positive reinforcement helped manage challenges such as stage fright and time management. The classroom atmosphere became more collaborative and learner-centered, with increased student involvement in discussions. The study concludes that using reporting in Araling Panlipunan instruction is an effective and practical approach to enhance oral communication, engagement, and critical thinking. It recommends sustained implementation of this strategy, with continuous refinement, to further improve student participation and learning outcomes.

Keywords: Araling Panlipunan, oral participation, action research, reporting strategy, communication skills, active learning, elementary education, student engagement, classroom discussion.

USE OF GAME-BASED LEARNING TO IMPROVE PUPILS' PROFICIENCY LEVEL IN ARLING PANLIPUNAN

Donna Marie O. Balangiao

This study was conducted in pursuit of improving pupils' proficiency levels in Araling Panlipunan through Game-Based Learning (GBL). Using an action research design in a single research cycle, the study adopted a mixed-method approach, combining both quantitative data from a pretest-posttest questionnaire and qualitative data from a focus group discussion (FGD) using a semi-structured interview. Forty-nine (49) Grade 6 pupils were selected through random sampling. Quantitative data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics (Paired Samples T-Test), while qualitative data were examined using Braun and Clarke's (2013) Thematic Analysis Method. The pretest results revealed that pupils' proficiency levels in the seven (7) identified First Quarter Learning Competencies of Araling Panlipunan were classified as "Poor (P)", with a mean score of 16.1, a proficiency level (PL) of 32.44, and a mean percentage score (MPS) of 33.79. After implementing GBL, the post-test results showed a significant improvement, with pupils reaching "Meeting the Standard (MS)" proficiency, reflected in a mean score of 41.37, a proficiency level (PL) of 82.73, and a mean percentage score (MPS) of 83.08. Furthermore, the Paired Samples T-Test results (t -value = -22.2, $p < .001$) indicated a significant difference between pretest and posttest scores. Additionally,



two major themes emerged during the focus group discussion: (1) improvement in memorization and understanding, and (2) increased learner involvement. The study concludes that GBL is an effective strategy for enhancing pupils' proficiency in Araling Panlipunan. Future researchers are encouraged to adopt this approach, as it has been proven beneficial in improving learning outcomes.

Keywords: Araling Panlipunan, Game-Based Learning (GBL), Proficiency

SHS CORE

SPACED REPETITION: AN INTERVENTION IN LEARNING GENERAL MATHEMATICS

Marjorie A. Lagang

This research study aimed to determine the significant difference of students' Mathematics achievement in General Mathematics and test anxiety before and after the spaced repetition intervention. This research study used quasi-experimental research design utilizing Before-After without Control Group. A pretest and posttest were conducted using a validated researcher-made questionnaire for the achievement test and an adapted research instrument in test anxiety with permission prior to the intervention period. An intervention process called spaced repetition was administered for eight (8) weeks using Leitner system as a review schedule pattern. Every experimental group received retrieval practice and spaced repetition. Seven boxes, representing seven levels, were employed in the study. Each question started at Box 1 on which the spacing interval was every day. If one got the question right, he would move to the next box which was the Box 2 with the spacing interval of every 2 days) and if one got the question wrong, he would go back to Box 1. Same activities would take place to the succeeding boxes. Box 3 has space interval of every 4 days. Box 4 has space interval of every 9 days. Box 5 has space interval of every 14 days. While Box 6 has space interval of every 24 days, and Box 7 has the space interval of every 56 days). Questions in each box were modified and varied, which were aligned to the General Mathematics learning competencies of the whole semester. Descriptive statistics like Frequency Distribution, Mean and Standard Deviation and Inferential statistics like Paired Sample T-test Dependent were used. Results revealed that students exposed to spaced repetition were statistically significant towards achievement in General Mathematics and test anxiety. The researcher recommended that using spaced learning approach in schools to teach concepts that require retention as it could improve academic performance and retention ability and the use of spaced repetition app as an intervention in learning Mathematics.

Keywords: Leitner system, Mathematics achievement, spaced repetition, test anxiety



ENHANCING GRADE 12 STUDENTS THROUGH UNDERSTANDING OF CULTURE, SOCIETY, AND POLITICS (UCSP) THROUGH E-KWENTO PLATFORM

Cecilia A. Alawi, Luzviminda B. Ragmac

This action research examined the effectiveness of E-Kwento integration, a technology-assisted instructional tool, in enhancing reading comprehension and academic performance among Grade 12 students in the subject Understanding Culture, Society, and Politics (UCSP) at West City Central School. Specifically, the study compared the learning outcomes of students in an experimental group exposed to E-Kwento-based instruction and a control group that received conventional teaching methods. Pre-test and post-test assessments were administered to both groups to measure improvement in comprehension and overall academic performance. The experimental group engaged with digital narratives through the E-Kwento platform, which integrates multimedia elements, real-life scenarios, and interactive learning tasks to foster deeper understanding and critical thinking. Results revealed a notable increase in post-test scores among students in the experimental group. Moreover, they exhibited enhanced engagement, comprehension, and critical thinking skills compared to their peers in the control group. Observations also indicated higher levels of student motivation, participation, and appreciation for the relevance of sociocultural topics when taught through digital storytelling. The findings suggest that integrating E-Kwento into UCSP instruction can effectively bridge the gap between theoretical knowledge and real-world application, making abstract concepts more relatable and meaningful. Therefore, it is recommended that teachers incorporate E-Kwento or similar digital platforms into their teaching strategies to enhance 21st-century skills, student comprehension, and academic achievement.

Keywords: E-Kwento, UCSP, action research, technology-assisted instruction, digital storytelling, comprehension, critical thinking, student engagement, academic performance, Grade 12.

SHS APPLIED

POTENTIAL STEM ENTREPRENEURS: EXPLORING ENTREPRENEURSHIP COMPETENCIES AND STEM STUDENTS' INTENTIONS

Allyn Y. Aclo, Emwe F. Cael, Josephine A. Deysolong

This action research explored the entrepreneurial competencies and entrepreneurial intentions of Grade 12 STEM students at Gusa Regional Science High School. Employing a mixed-method approach, the study gathered data from 114 respondents through surveys and interviews to assess their preparedness for entrepreneurship within a science-oriented curriculum. Findings revealed that students demonstrated high levels of competence in areas such as creativity, ethical thinking, and teamwork—core competencies essential for entrepreneurial success. However, they showed only moderate proficiency in financial literacy, legal knowledge, and



exhibited a degree of hesitancy toward pursuing entrepreneurship as a long-term career path. t-test analysis confirmed statistically significant competence in most domains, but highlighted areas such as initiative-taking and career motivation as needing further development. To address these gaps, the study recommends incorporating targeted interventions such as experiential learning activities, project-based tasks, and enterprise simulations that promote initiative and practical business skills. Furthermore, embedding financial and legal education into the STEM curriculum is crucial for developing well-rounded student-entrepreneurs capable of navigating the demands of the modern economy. This research underscores the importance of aligning STEM education with entrepreneurial development, thereby equipping students not only with scientific knowledge but also with the skills necessary for innovation, self-employment, and contributing to sustainable development. By fostering a more entrepreneurial mindset, schools can better prepare future leaders to drive inclusive growth and address complex global challenges.

Keywords: entrepreneurial competencies, entrepreneurial intentions, experiential learning, financial literacy, legal knowledge, STEM curricula, initiative, sustainable development.

ENHANCING STUDENTS' CRITICAL THINKING SKILLS AND MOTIVATION THROUGH SLUSH (STRUCTURED LEARNING PLAN USING SIX THINKING HATS)

Mar V. Agot

This study investigated the effectiveness of a Structured Learning Plan using De Bono's Six Thinking Hats technique (SLUSH) in enhancing critical thinking skills and motivation among Grade 12 students. This research addressed the growing demand for critical thinking skills in 21st-century education and workforce, particularly considering the Philippines' below-average performance in international assessments. Employing a quasi-experimental design, the study involved two sections of Grade 12 students at Pedro "Oloy" N. Roa Sr. High School during the 2024-2025 academic year. The research utilized non-random sampling, with one section assigned as the experimental group (SLUSH) and the other as the control group (conventional methods). Data was collected through pre and post-tests using the Critical Thinking Test and a motivation survey. Data analysis involved descriptive statistics, t-tests of two independent samples, and thematic analysis to evaluate the intervention's impact on critical thinking skills and motivation. Results indicate that the SLUSH intervention led to notable improvements in the experimental group's critical thinking skills and significantly enhanced students' motivation across various dimensions. Moreover, there was statistically significant difference ($t=2.210, p=0.031$) in critical thinking posttest scores between groups, also, a significant difference ($t=2.93, p=0.0048$) was observed in motivation scores. Qualitative analysis revealed that students found the SLUSH approach to provide a meaningful and insightful learning experience. These findings suggest that the SLUSH technique is an effective



tool for fostering critical thinking and motivation in secondary education. The study contributed to the ongoing discourse on innovative teaching methods and curriculum development in the Philippine education system, offering insights into strategies for enhancing 21st-century skills among students.

Keywords: critical thinking skills, student's motivation, six thinking hats, structured learning plan

PROJECT CLICK: INVESTIGATING THE RELATIONSHIP BETWEEN LAPTOP USE AND DIGITAL LITERACY SKILLS AMONG GRADE 11 AND GRADE 12 TVL STUDENTS

Lordson Q. Siano, PhD, Patricia Ann D. Madaje, MAELt, Floyd C. Alozo

This study investigated the effectiveness of a Structured Learning Plan using De Bono's Six Thinking Hats technique (SLUSH) in enhancing critical thinking skills and motivation among Grade 12 students. This research addressed the growing demand for critical thinking skills in 21st-century education and workforce, particularly considering the Philippines' below-average performance in international assessments. Employing a quasi-experimental design, the study involved two sections of Grade 12 students at Pedro "Oloy" N. Roa Sr. High School during the 2024-2025 academic year. The research utilized non-random sampling, with one section assigned as the experimental group (SLUSH) and the other as the control group (conventional methods). Data was collected through pre and post-tests using the Critical Thinking Test and a motivation survey. Data analysis involved descriptive statistics, t-tests of two independent samples, and thematic analysis to evaluate the intervention's impact on critical thinking skills and motivation. Results indicate that the SLUSH intervention led to notable improvements in the experimental group's critical thinking skills and significantly enhanced s' motivation across various dimensions. Moreover, there was statistically significant difference ($t=2.210, p=0.031$) in critical thinking posttest scores between groups, also, a significant difference ($t=2.93, p=0.0048$) was observed in motivation scores. Qualitative analysis revealed that students found the SLUSH approach to provide a meaningful and insightful learning experience. These findings suggest that the SLUSH technique is an effective tool for fostering critical thinking and motivation in secondary education. The study contributed to the ongoing discourse on innovative teaching methods and curriculum development in the Philippine education system, offering insights into strategies for enhancing 21st-century skills among students.

Keywords: critical thinking skills, student's motivation, six thinking hats, structured learning plan



SHS SPECIALIZED

TOWARDS A TAILORED WORK IMMERSION INTERVENTION PLAN: EVALUATING STUDENT READINESS IN SENIOR HIGH SCHOOL TVL – INDUSTRIAL ARTS

Marionne P. Melencio

This study evaluated the readiness of Senior High School students under the Technical-Vocational-Livelihood (TVL) track, specifically in Electrical Installation and Maintenance (EIM) and Automotive Servicing, for their work immersion programs. Building on feedback from the previous school year, the study identified notable improvements in students' technical skills while highlighting persistent gaps in soft skills, particularly communication and teamwork. A total of 28 TVL-EIM and 35 TVL-Automotive Servicing students from East Gusa National High School participated in the study during the school year 2024-2025. Using descriptive statistics, the study assessed their proficiency in key technical competencies, such as basic wiring and automotive diagnostics, alongside their soft skills. Results revealed that 35.71% of EIM students felt moderately prepared in basic wiring, while only 7.14% demonstrated full competence in using electrical testing equipment. In Automotive Servicing, 60.71% of students reported moderate readiness in diagnostic testing, yet none expressed full confidence in their understanding of basic automotive systems. These findings underscore the need for a tailored work immersion intervention plan that integrates enhanced technical training, safety workshops, and communication skill development. Such an approach is essential to better equip students with the competencies required to meet industry demands.

Keywords: Readiness, Technical-Vocational-Livelihood, Work Immersion, Tailored Intervention Plan

PSYCHOSOCIAL BENEFITS OF TRADITIONAL GAMES ON THE IMPLEMENTATION OF RHAPSODY OF YOUTH IN MANAGING ACADEMIC STRESS

Raymart Kim Amata, Alma Mae G. Batucan, Jan Teddie A. Alfuro

This study examined the psychosocial benefits of traditional Filipino games (larong Pinoy) in the implementation of the Rhapsody of Youth program as a strategy for managing academic stress among Senior High School students. Conducted at Agusan Senior High School in Cagayan de Oro City, the study employed a mixed-methods approach, utilizing survey questionnaires and focus group discussions with 50 Grade 11 and 12 students (25 male and 25 female). Findings indicate that integrating larong Pinoy activities through the school's Teen Center significantly reduced academic stress by enhancing emotional well-being, improving academic focus, and fostering social engagement. Additionally, results revealed a significant



difference in perceptions between male and female students, with male participants responding more positively to the program's physical aspects. The study concludes that larong Pinoy serves as an effective psychosocial intervention for stress management, supporting a holistic approach to student well-being. Future research should explore additional psychosocial interventions and conduct longitudinal studies to assess the sustained impact of traditional Filipino games on academic performance and stress regulation.

Keywords: Traditional Filipino Games, Larong Pinoy, Psychosocial Benefits, Academic Stress, Student Well-being, Rhapsody of Youth, Holistic Intervention

PROJECT BRIGHT (BLOGGING RESOURCES FOR IMPROVING GRAMMAR AND HARNESSING TECHNICAL WRITING SKILLS)

Nhyrejen G. De La Cerna, Leoncia R. Sumicad, April Joy M. Getigan

This study evaluated the effectiveness of Project BRIGHT in enhancing writing skills among struggling students through a pre-experimental, single-group pretest-posttest design involving 54 participants. The intervention integrated blogging, grammar instruction, and technical writing enhancement to improve students' writing proficiency. Results indicated a significant improvement in writing performance, with mean scores increasing from 12.47 (Developing level) to 17.17 (Approaching Proficient level). Additionally, the percentage of students achieving Proficient status rose from 3.70% to 38.90%. Statistical analysis confirmed the significance of these gains ($t = 12.012$, $p < 0.001$). Furthermore, students reported positive perceptions of the intervention, particularly in terms of motivation and engagement through blogging activities ($M = 3.24$, $SD = 0.58$ on a 4-point scale). These findings suggest that Project BRIGHT is an effective, technology-enhanced approach for improving writing skills among struggling students, providing valuable insights for contemporary education settings.

Keywords: Writing Intervention, Blogging, Grammar Instruction, Technical Writing, Student Engagement, Technology-Enhanced Learning

READIN



LEARNING TOGETHER: PEER-LED TUTIRUNG IN FOSTERING WORD RECOGNITION AND COMPREHENSION SKILLS AMONG PUPILS

Baby Ruth T. Golobio, Cherry R. Gutierrez

This action research examined the effectiveness of Peer-Led Tutoring as an intervention for improving the reading levels of non-readers and slow readers, specifically focusing on word recognition and comprehension skills. The study was



conducted among 29 Grade 5 pupils at Macasandig Elementary School, South District, Schools Division of Cagayan de Oro City during the 2023-2024 school year. The intervention utilized a peer-tutoring model, where high-performing students (classified as instructional and independent readers) served as "kaguro" (peer tutors), while non-readers and slow readers were the "peer" learners. Prior to implementation, the researchers developed a remedial reading curriculum and conducted a training workshop for the kaguro to strengthen their tutoring skills. The intervention was carried out for three months, with daily reading sessions (7:30-8:30 AM, Monday-Friday) under close teacher supervision. Post-intervention results demonstrated notable improvements in reading performance. Word recognition data showed that after three months, no participant (0%) remained a non-reader, and only one student (3%) remained at the frustration level. Similarly, in reading comprehension, all participants progressed beyond the non-reader category. These findings suggest that Peer-Led Tutoring is an effective strategy for enhancing foundational literacy skills among struggling readers. Future research may explore its long-term impact on reading fluency and academic performance.

Keywords: Peer-Led Tutoring, Reading Intervention, Word Recognition, Reading Comprehension, Literacy Development, Remedial Reading, Student Mentorship

THE EFFECT OF TEACHER-MADE PORTABLE READING KIT IN TEACHING LETTER RECOGNITION TO KINDERGARTEN BLUE PUPILS

Ruby Mae Kristine D. Diocos

This study assessed the effectiveness of a contextualized and portable reading kit in improving letter recognition skills among Kindergarten Blue learners. Initial results from the Annual Status of Education Report (ASER) reading pre-test assessment revealed that 30% of students scored at the Letter Level, while 70% remained at the Beginner Level, indicating a lack of fluency in recognizing letter names, letter sounds, and other essential early reading skills. The pre-test assessment included the letters: L, e, B, O, S, M, a, i, u, k. According to the ASER reading assessment criteria, students at the Beginner Level were unable to recognize at least four out of five selected letters, while those at the Letter Level could read at least four out of five with ease. Focus group discussions with parents identified key barriers to literacy development, including limited access to reading materials, insufficient reading time at home due to working parents, and reliance on outdated teaching methods for letter sounds. To address these challenges, a portable reading kit was developed and implemented as an intervention over seven weeks. Post-test results indicated a significant improvement in letter recognition skills. By the end of the intervention, 60% of students reached the Letter Level, while the proportion of students at the Beginner Level decreased by 57%. This represents a 50% increase in students achieving Letter Level proficiency. The effectiveness of the intervention was measured through ASER pre-test and post-test scores, paired t-test analysis, and qualitative analysis of teacher observations and parental feedback. Findings highlight the



impact of structured, accessible reading interventions in strengthening foundational literacy skills.

Keywords: Letter Recognition, Early Literacy, Portable Reading Kit, ASER, Parental Involvement, Reading Intervention

ENHANCING THE READING AND NUMERACY SKILLS OF GRADE 7 RIZAL LEARNERS THROUGH PROJECT GRACE (GUIDED-READING AND COUNTING ENHANCEMENT)

Cristina L. Gumera

This study aimed to address the increasing number of frustrated readers at Angeles Sisters National High School by implementing Project GRACE, a strategic intervention designed to bridge the gap between slow and advanced learners. A total of 35 Grade 7 Rizal students participated in the remedial program from October 2023 to February 2024. Utilizing a quantitative observational research design, the study assessed the reading comprehension and numeracy skills of the participants before and after the intervention. The t-test was employed to determine the significance of the improvements. Results revealed a statistically significant difference between the pre-test and post-test scores, indicating substantial progress in both reading and numeracy skills. Post-test findings further demonstrated that participants' reading abilities improved, shifting from the frustration level to instructional and independent levels following the intervention. These results highlight the effectiveness of Project GRACE in enhancing literacy and numeracy skills among struggling learners.

Keywords: Reading Comprehension, Numeracy Skills, Project GRACE, Strategic Reading Intervention, Remedial Programs, Frustrated Readers, Literacy Development

USING MANIPULATIVE RESOURCES TO FOSTER READING SKILLS IN GRADE 3 PUPILS OF BAYABAS ELEMENTARY SCHOOL THROUGH PROJECT BELLE: BUILDING ENGAGEMENT AND LITERACY THROUGH LEARNING EXPERIENCES

Maribelle T. Pimentel

This action research study, "Using Manipulative Resources to Foster Reading Skills in Grade 3 Pupils of Bayabas Elementary School through Project BELLE: Building Engagement and Literacy through Learning Experiences," explores the impact of manipulative resources on student reading skills and engagement. Conducted at Bayabas Elementary School, the study involved 37 Grade 3 students and integrated hands-on, interactive tools such as letter tiles, word cards, and storytelling props to enhance reading comprehension, phonemic awareness, and vocabulary development. Project BELLE was designed to create a dynamic, student-centered learning environment that accommodates diverse learning styles. The study assessed



improvements in reading proficiency, student engagement, and classroom participation through pre- and post-intervention assessments, teacher observations, and student feedback. Findings revealed a significant improvement in reading comprehension, with students demonstrating notable progress in literacy skills. Additionally, the use of manipulatives increased student collaboration, motivation, and active participation in literacy activities. These results support the effectiveness of multisensory, hands-on approaches in enhancing reading outcomes. Ultimately, Project BELLE provides a scalable model for integrating manipulative resources into literacy instruction, offering a framework that can be adapted to address literacy gaps in similar educational settings.

Keywords: Reading Comprehension, Literacy Instruction, Manipulative Resources, Multisensory Learning, Student Engagement, Project BELLE, Phonemic Awareness

ADDRESSING STRUGGLING READERS THROUGH PROJECT TIME (TARGETED INSTRUCTION FOR MASTERY AND EXCELLENCE)

Nhyrejen G. De La Cerna, Leoncia R. Sumicad, Michelle S. Jaranilla

This study examined the effectiveness of Project TIME (Targeted Instruction for Mastery and Excellence) in improving reading performance among struggling Grade 7 readers. The intervention was implemented with 49 students and focused on four key skill levels: Letter, Word, Paragraph, and Story. Utilizing a pretest-posttest design, the study measured gains in reading proficiency following the targeted instruction. Results revealed a significant improvement in students' reading abilities. The mean pretest score of 4.898 increased to 8.690 post-intervention, indicating progress from basic word recognition to more advanced reading comprehension. Statistical analysis confirmed the significance of this improvement ($p = 0.000$), underscoring the effectiveness of the structured, evidence-based approach employed in the intervention. Qualitative feedback from both students and parents further supported the quantitative findings, with many reporting noticeable improvements in reading skills and overall academic confidence. Students expressed increased motivation to read, while parents observed more independent reading behaviors at home. The study highlights the importance of targeted instructional strategies in addressing the needs of struggling readers and advocates for the broader application of Project TIME in similar educational contexts. It also suggests the value of ongoing monitoring and research to assess long-term outcomes and the potential scalability of the intervention across diverse learning environments.

Keywords: reading intervention, struggling readers, Project TIME, reading comprehension, targeted instruction, academic improvement, middle school literacy, pretest-posttest design, educational strategies



MR ERASER: MULTILINGUAL RESOURCE: ENGAGING RESOURCES AND STRATEGIES TO ELIMINATE READING STRUGGLE

Maria Teresa V. Lagra

This study aimed to develop and implement a multilingual resource, MR ERASER (Multilingual Resource for Early Reading Advancement, Support, and Engagement in Reading), to enhance reading proficiency among Grade 1 non-readers at Lumbia Central School, Cagayan de Oro City, Philippines. Grounded in the Annual Status of Education Report (ASER) framework, the intervention explored the impact of a multilingual approach on addressing early literacy challenges. A descriptive quantitative design with purposive sampling was employed. Data collection utilized the ASER tool, and a questionnaire validated using the Cronbach alpha method. Statistical treatments included frequency, percentage analysis, and a t-test to compare the effectiveness of the resource when used during the RAEG (Reading and Arithmetic Enhancement with Gratuity) period versus its application as a foundation for other learning areas. Initial ASER data from SY 2023–2024 showed that 186 pupils (40%) were non-readers or at the beginning level. After the intervention, 97% of the pupils advanced to reader status, with only 3% remaining non-readers—a significant improvement in reading proficiency. The findings affirm the effectiveness of the MR ERASER resource in accelerating early reading development. Teachers also reported positive feedback regarding student engagement and comprehension. The study recommends integrating MR ERASER into the RAEG program to support sustained literacy growth among early grade learners.

Keywords: multilingual education, early literacy, reading intervention, MR ERASER, Grade 1 pupils, ASER framework, foundational skills, non-readers, reading proficiency, RAEG program

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

Marites M. Gavia, Christen Q. Bala

This study explored the effectiveness of Read Aloud Friday, a peer-led instructional strategy designed to improve reading fluency and comprehension among Grade 7–Sincerity students at Mambuaya National High School during the 2024–2025 academic year. The intervention involved trained Peer Educators who read Aesop's fables aloud to struggling readers over an eight-week period. A purposive sampling technique was used, yielding a 100% response rate. Employing a mixed-methods research design, the study utilized modified fluency rubrics based on Zutell and Rasinski (1991) and a story retelling rubric from Shea (2006) for pre- and post-assessment. Data were analyzed using descriptive and inferential statistics. Additionally, a research questionnaire adapted from Bala et al. (2022) and in-depth interviews were conducted to evaluate participants' perceptions and the program's effectiveness. Findings revealed a significant improvement in students' reading



fluency and comprehension after the intervention. Qualitative feedback indicated increased confidence and enjoyment in reading activities. The results suggest that Read Aloud Friday is an effective strategy for addressing reading challenges in junior high school students. The study recommends broader adoption of Read Aloud Friday across year levels to foster reading engagement, peer collaboration, and improved literacy outcomes. This meaningful weekly practice may contribute to a stronger reading culture in schools.

Keywords: reading fluency, comprehension, peer-led instruction, Read Aloud Friday, Aesop's fables, junior high school, reading intervention, mixed-methods, literacy development, proxy educators

READ IT- FORWARD: A GUIDED READING MATERIAL AND MONITORED READING PROGRESSION OF LEARNERS

Farmena Guro Dimaporo

This quasi-experimental study investigated the impact of guided reading materials on the reading comprehension levels of Grade-level students. A total of 37 participants were involved, categorized by reading ability: 27 fast readers, 6 average, and 4 slow. Pre- and post-intervention assessments were conducted to measure reading performance, with data analyzed using descriptive and inferential statistical tools. Results showed a mean reading level of 2.73 with a low standard deviation of 0.64, indicating relatively consistent improvements among participants. The chi-squared test revealed a significant skew toward faster readers, suggesting a notable departure from a uniform distribution ($p < 0.001$). These findings imply that guided reading materials positively influenced reading comprehension outcomes across all ability levels, with particularly strong benefits observed among slow and average readers. The study supports the integration of guided reading strategies in the classroom as a means to provide differentiated instruction and improve literacy outcomes. The structured and leveled nature of guided reading materials helped scaffold learning, making texts more accessible and comprehension tasks more manageable for struggling readers. In conclusion, guided reading resources can be an effective tool in fostering inclusive literacy development and supporting the academic growth of diverse learners.

Keywords: guided reading, reading comprehension, literacy intervention, differentiated instruction, inclusive education, reading proficiency



ABC+M (APPLYING AND BRIDGING CARTILLA AND MARUNGKO APPROACHES) A READING INTERVENTION PROGRAM THROUGH PULL-OUT SYSTEM

Virna M. Ellezo

Reading is an essential foundational skill that supports the development of all other academic competencies and lifelong learning. However, many learners continue to experience reading gaps that hinder their academic progress. In response to this challenge and in alignment with the Every Child A Reader Program (ECARP), this action research sought to improve the reading and literacy performance of Grade 3 and Grade 4 learners at City Engineers Elementary School through a targeted intervention program called ABC + M. The intervention was implemented through a pull-out system using two distinct reading approaches: the Cartilla method and the Marungko approach. A total of 40 learners, identified at the Letter level using the ASER tool, were selected to participate. Twenty learners were assigned to each method. The study employed pre-experimental, qualitative, and participatory action research designs, with both pre- and post-tests conducted using the ASER assessment tool. Findings revealed a significant improvement in the phonics skills of learners under both the Cartilla and Marungko methods. Moreover, the integration of play-based activities contributed to an engaging and enjoyable learning environment. Learners also demonstrated positive behavior and active participation during the pull-out sessions. These results suggest that structured, methodical interventions—especially when paired with playful learning—can effectively enhance early literacy skills and foster a more positive attitude toward reading.

Keywords: reading intervention, Cartilla method, Marungko approach, literacy development, pull-out system, phonics skills, action research

LEARN TO READ WITH R-CUBES: IMPROVING READING PROFICIENCY OF GRADE III PUPILS

Leslie M. Paderanga

This action research aimed to improve pupils' reading proficiency through the use of teacher-modified reading cubes (R-Cubes), utilizing a descriptive method of research. Data collection was based on the Annual Status of Education Report (ASER) tool, which provided both the baseline (pre-test) and endline (post-test) data for analysis. To address the reading challenges of Grade Three-Lily learners, a remedial intervention program was implemented. Initial ASER results revealed that 33% (9 learners) were identified as letter-level readers. To address this, the intervention involved the use of R-Cubes in combination with the Marungko approach during targeted remedial sessions. The findings showed a significant increase in reading proficiency among learners who participated in the intervention. The results indicate that the use of R-Cubes, coupled with structured remediation, contributed to the development of essential reading skills. Based on these outcomes, the study recommends the development of a comprehensive collection of R-Cubes, with the



support of the school, for use by all learners to further enhance their basic reading skills.

Keywords: reading cubes, R-Cubes, Marungko approach, remedial reading, ASER tool, reading proficiency, Grade 3 learners, early literacy, action research, reading intervention

PROJECT RESCUE (READING STRATEGIES WITH COMPREHENSION AND UNDERSTANDING NUMERACY): A MATATAG SCHOOL-BASED PROGRAM IN ENHANCING AND REMEDIATING READING, WRITING AND ARITHMETIC

Norma B. Delima, Kim S. Marcial, Hasima N. Salic

The COVID-19 pandemic caused widespread disruptions in education, leading to school closures and the shift to distance learning. This study examined the effectiveness of Project RESCUE, an intervention program designed to enhance reading, writing, and numeracy skills among Grade 10 students. Using a quantitative descriptive approach, the study involved 30 learners from Cagayan de Oro National High School–Junior High School, selected through purposive sampling from sections with consistently low academic performance. Pre-test results revealed that many students struggled with reading comprehension, numeracy, and writing skills. Following the implementation of Project RESCUE, significant improvements were recorded across all three domains. In reading comprehension, most students who initially scored at the frustration level progressed to the instructional level, with several reaching independent level. Numeracy scores improved notably, with many students advancing from below basic to basic arithmetic proficiency. Writing skills also saw a marked increase, with students moving from the "needs for improvement" category to "good" or "excellent" levels. The findings confirm that Project RESCUE was an effective intervention in addressing learning gaps and promoting academic success. The program's tailored strategies and focused instructional efforts played a key role in boosting learners' foundational skills, reinforcing the value of evidence-based interventions in post-pandemic educational recovery.

Keywords: COVID-19 learning recovery, reading comprehension, writing skills, numeracy intervention, remedial education, academic improvement, action research, targeted intervention

HAGDAN - HUG-DONE: HELPING SCHOOL CHILDREN THROUGH LADDERED READING

Perilyn R. Miclat

This study investigated the effectiveness of the HAGDAN-HUG-DONE approach, a ladder reading strategy, in enhancing the reading skills of Grade 2 learners.



Employing a concurrent mixed-methods design, the researchers assessed 41 randomly selected pupils using a self-concept questionnaire and an oral proficiency interview. Quantitative data were analyzed using mean percentages and t-tests. Findings revealed that the HAGDAN-HUG-DONE approach, which gradually increases the level of reading difficulty, significantly improved learners' reading performance. Participants exhibited notable progress in oral word recognition and reading comprehension, transitioning from frustration level to instructional and independent reading levels. The study concludes that the HAGDAN-HUG-DONE strategy—emphasizing decoding, vocabulary enrichment, and comprehension assessment—not only enhances reading proficiency but also fosters learner independence in applying these skills. These results suggest that the HAGDAN-HUG-DONE approach is an effective and valuable tool for improving reading outcomes among Grade 2 pupils.

Keywords: reading intervention, ladder strategy, reading comprehension, oral proficiency, decoding skills, vocabulary development

PROJECT ROY, A READING ASSESSMENT OF THE LEARNERS IN THE 1ST QUARTER OF SY 2024-2025: BASIS FOR READING INTERVENTION

Christopher C. Nicdao

This study aimed to assess the reading proficiency of Grade 12 learners under the Industrial Arts strand of Carmen National High School (CNHS), with the findings serving as a basis for implementing appropriate reading interventions during the first quarter of School Year 2024–2025. Specifically, the study evaluated the reading level of learners and applied targeted interventions to enhance their fluency. The study utilized a descriptive method of research to determine the reading proficiency of Grade 12-IA learners. To measure reading fluency, the researcher adopted the standardized ASER Level 2 Enumerator Instructions with Flowcharts as the evaluation rubric. Following the implementation of reading interventions—including repeated reading exercises, a buddy-reading system, and guided tutorials—significant improvements in reading fluency were observed. Notably, 90% of the learners achieved the "story-level" proficiency, while a few advanced to the "paragraph-level" as measured by the ASER tool. These results underscore the effectiveness of the intervention strategies in improving reading skills among Industrial Arts learners specializing in Electrical Installation and Maintenance (EIM).

Keywords: reading proficiency, reading intervention, repeated reading, buddy system, reading assessment



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THREE-YEAR COMPARATIVE ANALYSIS OF MEAN PERCENTAGE SCORES OF PRESENTATION PORTFOLIO ASSESSMENT IN ALTERNATIVE LEARNING SYSTEM

Willy P. Calo

This study presents a three-year comparative analysis of the Mean Percentage Scores (MPS) of Alternative Learning System (ALS) – South District learners in the Presentation Portfolio Assessment (PPA) across four key components: Work Samples, Oral Reading, Writing, and Interview, for academic years 2021–2022, 2022–2023, and 2023–2024. The dataset includes both elementary and junior high school learners. Results revealed a consistent upward trend in overall learner performance over time. A significant positive correlation was observed between all PPA components and the overall performance of ALS learners, with Work Samples emerging as the strongest predictor. Analysis of variance (ANOVA) showed no statistically significant differences among the four components, indicating consistent performance across domains. However, significant differences in MPS were found across academic years, suggesting progressive improvements in learner outcomes. These findings affirm the value of portfolio-based assessment in supporting sustained learner development and emphasize the importance of employing varied assessment strategies to further strengthen learning gains in the ALS context.

Keywords: Alternative Learning System, Mean Percentage Scores, Portfolio Assessment, Learner Performance, Non-formal Education

FACTORS INFLUENCING BEHAVIORAL DIFFERENCES IN HINTERLAND HIGH SCHOOL STUDENTS: CLASS ENGAGEMENT, LESSON RESPONSES, AND TEACHER INTERACTIONS

Lucille Mae C. Galang

This study investigates the underlying causes of behavioral differences among high school students, specifically in relation to class engagement, responsiveness to lessons, and interactions with teachers. It also explores potential interventions to address and manage these behavioral concerns. Utilizing a simple random sampling technique, the research ensured equal representation among participants. Data were gathered through a structured survey questionnaire. Findings reveal that multiple factors contribute to behavioral disparities, particularly among students in hinterland areas. Key areas of concern include the school environment, levels of classroom engagement, teacher-student interactions, and prevailing cultural values. Notably, students reported discomfort in expressing their ideas during class, with mean scores of 3.19, 2.42, 3.09, and 2.20. Indicators of class engagement also reflected low levels of participation, with scores of 3.36 and 2.18. Teacher interaction



scored a mean of 2.50, suggesting perceived unresponsiveness to students' individual needs. Additionally, the cultural values component received a mean score of 2.47, indicating a disconnect between students and their peers within the community. These results highlight the urgent need for context-specific interventions by teachers and the broader school community to address the behavioral challenges faced by students. The study emphasizes the importance of fostering a supportive and inclusive learning environment to promote active engagement and positive teacher-student relationships.

Keywords: behavioral differences, classroom engagement, lesson responsiveness, teacher interaction, cultural values

SNAKE AND LADDER GAMIFICATION ASSESSMENT: AN APPROACH TO ENHANCE READING VOCABULARY AND COMPREHENSION SKILLS

Therese Mae Maandig, Leonor C. Reyes

Reading literacy plays a vital role in self-improvement, personal branding, professional development, academic success, and national progress. Recognizing its significance, the Philippine government launched the National Reading Program through "Catch-up Friday," as stipulated in DepEd Memorandum No. 001, s. 2024. This initiative aims to enhance learners' academic performance, particularly addressing low reading proficiency levels identified in national and international large-scale assessments. These results underscore the urgent need to bridge learning gaps and strengthen students' reading abilities. This study investigates the effectiveness of a gamification-based intervention designed to improve reading comprehension and vocabulary among Grade 8 students. Gamification was introduced as an innovative and context-sensitive strategy, aligned with the challenges faced by schools dealing with declining reading proficiency. The study involved 53 students—26 in the control group and 27 in the treatment group. Findings revealed a notable improvement in both vocabulary and comprehension skills, particularly within the treatment group. Many students showed significant progress, with marked increases in post-test scores, especially in reading comprehension. However, while gains in vocabulary were evident, some students demonstrated only slight improvements or plateaued, possibly due to individual learning barriers or varying levels of engagement.

Overall, the intervention demonstrated effectiveness in enhancing reading skills and offers valuable insights for future literacy programs.

Keywords: Gamification, Vocabulary, Comprehension, Reading Literacy, Educational Intervention



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PROJECT AI-READY: FORGING AI ENHANCED EDUCATION

Maria Louella Roz de Gracia-Raut

To maintain professional productivity, it is essential to adequately address teachers' feelings of sadness and workplace stress (Orlanda, 2021). Teachers encounter persistent challenges that affect their well-being and the quality of their instruction, especially as workloads increase and the demand for differentiated instruction increases. One potential solution is the integration of artificial intelligence (AI) in the classroom. Project AI-Ready: Forging AI-Enhanced Education is an initiative designed to equip teachers with AI tools for use before, during, and after instruction. This paper explores this initiative.

The study is grounded in the Technology Acceptance Model (TAM; Davis, 1989) and employed a mixed-methods action research design. Data collection involved informal interviews, classroom observations, and reviews of daily lesson logs. The results indicated strong support for AI-enhanced learning, although significant variations were noted in teachers' perceptions of the perceived utility (PU) and perceived ease of use (PEU) of AI tools such as Gradescope and ChatGPT. However, further capacity-building sessions are needed, as there was a weak to negative correlation between PU and PEU. Our findings highlight the importance of a second phase of Project AI-Ready to better prepare teachers and effectively integrate AI into their teaching methods.

Keywords: Project AI-Ready, Artificial Intelligence and Enhanced Education

CONNECTING THROUGH CHATS: THE RELATIONSHIP OF TEACHER'S RAPPORT MANAGEMENT TECHNIQUES AND TEACHER- PARENT QUALITY OF EXCHANGE

Aimeah B. Hadjihabir, Lady Vynn U Godinez, Jennyfred A. Mangubat

Effective communication between teachers and parents is vital in fostering positive relationships that support student success. This study examines the rapport management techniques employed by teachers in engaging with parents through Messenger group chats, assesses the level of Leader-Member Exchange (LMX) between teachers and parents, and analyzes the correlation between rapport management techniques and LMX quality. Using parent responses as the data source, the study evaluated four key rapport management strategies: clear and concise communication, respectful communication, building trust, and providing regular feedback. Quantitative analysis revealed an overall mean score of 4.45 (SD = 0.50) for rapport management strategies, indicating positive parental perceptions of these techniques. Similarly, the LMX Quality of Exchange showed a favorable mean



score of 4.46 (SD = 0.50). Pearson correlation analysis indicated a moderate positive correlation ($r = 0.40$) between rapport management and LMX quality, though the p -value of 0.35 suggests the relationship is not statistically significant. These findings highlight the role of rapport management in facilitating positive teacher-parent interactions while suggesting that additional factors may influence communication quality.

Keywords: Rapport Management Techniques, Teacher-Parent Communication, Leader-Member Exchange (LMX), Digital Communication

PROJECT 3R: DEVELOPING RESEARCH CULTURE AMONG TEACHERS IN MACABALAN NATIONAL HIGH SCHOOL THRU RESEARCH CORE GROUP, CAPABILITY RESEARCH PROGRAM AND RESOURCE INITIATIVES

Suzy May R. Fabular

This study aimed to strengthen the research culture at Macabalan National High School through the implementation of Project 3R, an intervention that established a Research Council to centralize the planning, execution, and resource allocation for research activities. Twelve teachers participated in a structured program comprising three key phases: orientation and training, action research implementation, and reflective practice. Data were collected through focus group discussions with participants from the Learning Action Cell, a component of the Capability Research Program. Findings revealed positive outcomes, particularly in the formation of a research core group and the successful implementation of the capability-building program. However, challenges related to resource allocation emerged, highlighting the need for further strategic planning, which will be addressed in the next School Improvement Plan cycle. The results suggest that a strong research culture is fostered through effective administrative support, teacher motivation, and peer collaboration, all reinforced by the proactive role of the Research Coordinator. This initiative underscores the transformative potential of a well-established research culture in enhancing teaching practices and ultimately improving student outcomes.

Keywords: Research Culture, Project 3R, Teacher Professional Development, Action Research and School Improvement

ADVANCING THE SYNERGY BETWEEN TEACHER'S TEACHING STYLE AND TEACHING PHILOSOPHY TO IMPROVE TEACHER'S COMPETENCE

Dinah Zoraida B. Zamora

This study explores the relationship between a teacher's teaching style and teaching philosophy, emphasizing the importance of their synergy in enhancing overall teaching competence among the educators of Pedro "Oloy" N. Roa Sr. High School.



Utilizing a descriptive research design with a survey as the primary data collection tool, the study involved 53 teachers. Data were analyzed using Microsoft Excel, employing frequency and percentage calculations to determine the dominant teaching styles. Findings revealed that the facilitator style was the predominant approach among teachers of English, Science, MAPEH, EsP, and TLE, aligning with a learner-centered pedagogical philosophy. In contrast, teachers of AP and Filipino primarily employed the formal authority style, reflecting a teacher-centered philosophy. Additionally, 62.3% of teachers reported using a combination of teaching styles, while 37.3% adhered to a singular approach. The results underscore the need for teachers to consciously align their teaching styles with their philosophical beliefs to foster inclusive, engaging, and responsive learning environments. To support this alignment, training, and workshops should focus on adaptability, self-reflection, and continuous learning, promoting flexibility as a key component of effective teaching.

Keywords: Teaching Style, Teaching Philosophy, Synergy, Learner-Centered, Flexible and Adaptable Teaching

AUTOFORM SYSTEM: AN AUTOMATED TOOL TO IMPROVE TEACHER'S TIMELINESS, ACCURACY, AND PRODUCTIVITY IN THE COMPLETION OF ESSENTIAL SCHOOL FORMS

Rubylinda E. Peralta, Leah Lyn A. Lingatong

The preparation and completion of school forms is a crucial year-end task for teachers, requiring significant time and effort, particularly for class advisers who manually process these forms. To address this challenge, the Autoform System was developed as an intervention to enhance timeliness, accuracy, and productivity in accomplishing school forms. This action research evaluates the effectiveness of the Autoform System among 88 Junior High School class advisers selected through purposive random sampling. A Practical Action Research Design was implemented in two cycles, incorporating Focus Group Discussions to identify pre-existing challenges. A quantitative approach, utilizing researcher-made questionnaires validated by content experts, assessed the system's effectiveness in terms of timeliness, accuracy, productivity, and usability.

Results indicate that 93% of participants were highly satisfied with the timeliness of form completion after the second cycle, while 97% expressed high satisfaction with the system's accuracy, particularly in auto-computation and data generation. Productivity improvements were evident, with 100% of users successfully managing their teaching duties while completing school forms on time. The Autoform Effectivity Scale revealed that 97% found the system extremely effective, while the Usability Scale showed that 97% strongly agreed on its utility in form preparation. These findings highlight the Autoform System's potential to streamline administrative tasks, ultimately allowing teachers to focus more on instructional responsibilities.

Keywords: Autoform System, School Forms, and Teacher Productivity



CHILD PROTECTION

PROJECT STAR CHART: REINFORCING ENGAGEMENT WHILE ADDRESSING RESTLESS DYNAMICS AS A REWARD SYSTEM

Winnie Christie V. Manatad

This study investigated the effectiveness of Star Chart as a reward system of Grade 3 students during class in fostering positive behavior toward given tasks. This research addressed the common challenge of students' restless behavioral traits in the classroom setting. An observation and a thorough follow-up of students' behavior were conducted before and after the Star Chart implementation. Results showed that the Star Chart reward system had positive impact on students' behavior and has improved class engagement, focused and overall classroom dynamics. These findings suggest that Star Chart reward system is an effective tool for developing desirable behavior among students and a more engaging classroom environment. Likewise, it offers a practical insight for teachers who dealt with restless students in similar context.

Keywords: Project STAR Chart, restless, behavioral traits, reward system

PROJECT TEEN (TRANSFORMATIVE ENGAGEMENT AND EMPOWERMENT NEXUS): ITS EFFECTS ON ENHANCING STUDENTS' ACADEMIC PERFORMANCE THROUGH PSYCHOSOCIAL ACTIVITIES AND BULLYING AWARENESS PROGRAMS

Vilma A. Galinada, Judith L. Titular

This study examined the impact of TEEN Center in enhancing students' academic performance through psychosocial activities and bullying awareness among Senior High students at Agusan Senior High School. Survey data reveals that most respondents (60%) have grades between 85 and 89, suggesting that students with average academic performance may engage more actively with the Teen Center, seeking a sense of belonging and safety. This aligns with research linking such students to higher risks of social exclusion or bullying. Recreational activities such as traditional Filipino games appeal among students that provide stress relief and fostering positive social interactions. The study confirms a significant relationship between students' perception of the Teen Center and their academic performance, with an average grade of 88.97 and a p-value of 0.00, indicating statistical significance. The result further showed that generally a positive perception of the Teen Center, with a grand mean score of 3.71, highlighting students' appreciation for its supportive environment, anti-bullying initiatives, and overall academic benefits. However, the lowest mean score of 3.33 for time management support suggests room for improvement in this area, consistent with previous research emphasizing the importance of well-designed programs. The study contributed to



positive cognitive growth, study habits and overall academic performance among students. Recommendations include to maximize the benefits of the center's program for students' targeted performance specifically to support time management.

Keywords: Project TEEN, Academic Performance, Psychosocial Activity, Anti - Bullying Awareness

ADVANCING WELL-BEING OF LEARNERS THROUGH PROJECT ILAHW (INNOVATING LIBRARY RESOURCES AND ADAPTING HOLISTIC STRATEGY TO ELEVATE WELLNESS)

Dyesebel G. Eparwa

This action research explored the declining relevance of school libraries and the associated challenges faced by senior high school students at Pedro "Oloy" N. Roa Sr. High School. The ILAHW project—Innovating Library Resources and Adapting Holistic Strategy to Elevate Wellness—was implemented to improve students' well-being, reading comprehension, sense of belonging, creativity, and motivation. A total of 87 students, identified through pretest results as performing at the paragraph reading level, were purposively selected as participants. The study employed a descriptive research design and utilized a survey questionnaire to assess students' sense of belonging and creativity. Post-test results on reading comprehension were also gathered following the intervention. Over an eight-week period, students were grouped according to their identified needs and scheduled for regular, structured library visits. Data were analyzed using descriptive statistics. Findings revealed significant improvements in reading comprehension, a heightened sense of community and belonging, and notable gains in creativity and cognitive engagement. Statistically significant increases were observed across all three key areas: reading comprehension, creativity, and sense of belonging. These results affirm the effectiveness of the ILAHW project in transforming the library into a vibrant, learner-centered space that supports both academic performance and student well-being. The study concludes that integrating innovative library practices and holistic strategies can revitalize school libraries and serve as a catalyst for students' holistic growth. It underscores the potential of school libraries to evolve into dynamic learning hubs that address academic, emotional, and social development.

Keywords: Holistic, well-being, library resources, creativity, reading comprehension, sense of belonging



PROJECT KARL (KNOWLEDGEABLE, AWARE, RESPECTFUL AND LIFELONG LEARNERS): AN INITIATIVE TO PROMOTE COMPREHENSIVE SEXUAL EDUCATION IN DANSOLIHON NATIONAL HIGH SCHOOL

Maridelyn D. Gumonan, Karl Anthony O. Salise

This study examines the effectiveness of Project KARL (Knowledgeable, Aware, Respectful, and Lifelong Learners), a school-based initiative designed to promote Comprehensive Sexuality Education (CSE) among Grade 9 and 10 students and their parents at Dansolihon National High School. The program featured a two-part intervention: a series of five student workshops on topics such as puberty, relationships, and sexual health, and parallel parent sessions that provided guidance on discussing sexuality with their children. Using a mixed-methods action research design, the study gathered quantitative data through pre- and post-intervention surveys and qualitative insights from focus group discussions. A total of 118 students and 83 parents participated. Paired t-test analysis revealed statistically significant improvements in both knowledge and attitudes among participants. Students demonstrated increased understanding in areas such as sexual development and sexually transmitted diseases (STDs), alongside more supportive attitudes toward sex education as a preventive tool for STDs and teenage pregnancy.

Similarly, parents showed significant gains in knowledge about puberty and reported a heightened appreciation for the importance of open communication regarding sexuality with their children. Qualitative data supported these findings, with both students and parents expressing increased confidence and comfort in engaging in sexuality-related discussions. The study concludes that Project KARL effectively enhances reproductive health literacy and promotes stronger family communication. It underscores the importance of inclusive, culturally sensitive CSE initiatives in overcoming social taboos and equipping both adolescents and parents with essential knowledge and life skills.

Keywords: reproductive health, adolescent sexual health, sex education, family communication, Comprehensive Sexuality Education

TEACHER KO, TANGGAP AKO" SNEDTACULAR; A COMPARATIVE STUDY ON THE LEVEL OF ACCEPTABILITY OF THE SNED LEARNERS OF A CENTRAL SCHOOL IN CAGAYAN DE ORO CITY: A CONTINUES STUDY

Epher T. Pellazar, Aileen Joy P. Ang

This study investigates the trend of Special Needs Education (SNED) learners being initially refused by teachers in regular classes during the School Year 2024–2025. Specifically, it aimed to determine teachers' level of acceptability toward SNED learners through pre- and post-surveys, assess changes in attitudes following the implementation of a stratified intervention, and explore the impact of inclusive strategies on teacher receptiveness. Initial findings from the pre-survey revealed a very strong disagreement among receiving teachers regarding the inclusion of SNED learners in regular classes, with a low acceptability rating of 0.80. Following the



implementation of the Stratified Inclusion intervention—which included participation in School Learning Action Cell (SLAC) sessions, capacity-building activities, and structured support—the post-survey results showed a significant positive shift. Acceptability levels rose by 80%, with numerical responses increasing to 90, described as “very high,” and most respondents expressing agreement to strong agreement with inclusive practices. The results indicate that the stratified intervention was effective in transforming teacher attitudes. The SLAC sessions, which emphasized the importance of love and belonging for every learner, played a crucial role in reshaping perceptions and fostering a more inclusive classroom environment. The study underscores the importance of targeted professional development and emotional framing in addressing resistance to inclusive education.

Keywords: Inclusive education, teacher acceptability, SNED learners, intervention program

PROJECT FIT

Darlene Daliva

This action research explores the implementation of a structured fitness program designed to promote physical activity and health-conscious behaviors among educators. Acknowledging the pivotal role of physical and mental wellness in enhancing teacher productivity and overall well-being, the study aimed to develop and evaluate a fitness engagement model that fosters healthy habits and supports sustainable lifestyle changes.

The intervention focused on integrating exercise routines, balanced nutrition, and stress management strategies tailored to the unique demands of teachers’ schedules and workloads. Employing a mixed-methods approach, the study collected both quantitative and qualitative data through surveys, fitness assessments, and in-depth interviews. These data sets were analyzed to evaluate changes in participants’ physical health, mental wellness, and perceived job performance. Results indicated notable improvements in key health markers, including increased energy levels, improved physical endurance, and enhanced emotional resilience. Participants also reported better stress management and a more positive outlook toward work-life balance. The findings highlight the effectiveness of workplace wellness programs in creating supportive environments that prioritize employee health. This study contributes to the growing literature on teacher wellness by providing a replicable model for school-based health initiatives. It emphasizes the importance of institutional support in fostering a culture of well-being and offers practical strategies that schools can implement to enhance the holistic development of their personnel.

Keywords: teacher wellness, physical activity, workplace health, fitness intervention

PROJECT SEARCH(SALIENT ENGAGEMENT AND ASSISTANCE OF RESEARCH COMMITTEE HEADS): A METHODOLOGICAL DEVELOPMENT OF TEACHER RESEARCH SKILLS



Eden C. Acaylar, Gerald B. Intud

This study examined the research skills of teachers and school heads and their development through a targeted intervention. Initial findings from the pre-survey revealed that participants experienced challenges in conceptualizing research proposals, indicating a clear need for capacity-building support. To address this gap, the study implemented Project SEARCH (Salient Engagement and Assistance of Research Committee Heads), a school-based initiative aimed at enhancing the research competence of educators. A total of eighteen (18) teachers and school heads participated in the intervention during School Year 2023–2024. The study employed a modified and adapted survey instrument based on the Research Competence and Engagement Tool by Comon and Corpuz (2024). In addition to pre- and post-assessment surveys, a Focus Group Discussion (FGD) was conducted to gather qualitative insights on the effectiveness of the intervention. Quantitative data were analyzed using descriptive statistics, while qualitative data from the FGD were transcribed and thematically analyzed. Results revealed a significant improvement in the research competencies of participants after the intervention. Key strategies that contributed to this improvement included collaborative planning, structured learning sessions, direct instruction, peer tutoring, and consistent monitoring and feedback mechanisms. The findings affirm the effectiveness of Project SEARCH in addressing the professional development needs of educators in the field of research. The study highlights the importance of continuous support and engagement in building research capacity among teaching and school leadership personnel.

Keywords: research competence, teacher development, Project SEARCH, professional learning

MINDFULNESS IN MINECRAFT: A DIGITAL GAME-BASED SOCIO-EMOTIONAL LEARNING INTERVENTION AMONG SELECTED STUDENTS

Hermie Lumantas-Amper

This study investigated the research competencies of teachers and school heads during School Year 2023–2024. Initial pre-survey results revealed a need for support in conceptualizing research proposals. In response, Project SEARCH (Salient Engagement and Assistance of Research Committee Heads) was implemented to enhance participants' research skills. Eighteen teachers and school heads participated in the intervention, which utilized a modified survey instrument adapted from Comon and Corpuz (2024) on Teachers' Research Competence and Engagement. Data were collected through pre- and post-assessments and a Focus Group Discussion (FGD). Descriptive statistics and qualitative analysis revealed improvements in research skills, attributed to strategies such as collaboration, structured learning sessions, direct instruction, peer tutoring, and regular follow-ups. A second component of the study employed the Minecraft Education Edition's Mindfulness Game as a digital game-based learning tool to develop socio-emotional competence among selected Grade 7 learners exhibiting verbal and physical aggression. Using a two-cycle action research design, the study recorded marked



improvements across five socio-emotional domains. Self-awareness increased from moderate to high; self-management, social awareness, and relationship skills improved from low to moderate or high levels; and responsible decision-making rose from low to moderate. Learner feedback led to refinements in Cycle 2, integrating strategies such as setting the scene and contextualization. FGDs revealed three emergent themes: emotion regulation, constructive conflict resolution, and coping techniques. The findings support integrating mindfulness-based digital tools and SEL in education and recommend teacher readiness and policy support for broader implementation.

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

STRENGTHENING VOICES: TEEN CENTERS AND THEIR EFFECTS ON ANTI-BULLYING INITIATIVES

Syville Niño U. Dumanon

This study explored the effectiveness of anti-bullying initiatives offered by Teen Centers in empowering adolescents to combat bullying. It aimed to inform academic discourse and provide practical insights for educators, policymakers, and youth advocates in fostering safer school environments. Quantitative findings revealed that students perceive Teen Center programs as highly effective, with a grand mean of 4.40, indicating strong agreement regarding their positive impact. The most valued outcome was increased mindfulness of personal behavior, reflecting greater empathy and self-awareness among participants.

While students appreciated the resources for bullying prevention, lower satisfaction ratings on staff support suggested a need to enhance staff-student communication in intervention efforts. Gender analysis revealed minimal variation, with female students reporting slightly higher awareness (mean = 4.37) than male students (mean = 4.33). No significant differences were observed across age groups ($p = 0.20082$), and although Grade 12 students rated the program more favorably (mean = 4.69) than Grade 11 students (mean = 4.50), this difference was statistically insignificant ($p = 0.63$). Thematic analysis highlighted three key areas: empowerment through awareness and education, advocacy for stronger anti-bullying measures, and the importance of sustained student engagement. Teen Center initiatives were found to help students recognize bullying behaviors, foster a culture of empathy, and encourage peer support systems. The study recommends increasing opportunities for student involvement and feedback to further improve program effectiveness and contribute to the creation of inclusive, supportive school communities.

Keywords: bullying prevention, youth empowerment, Teen Centers, student engagement



GOVERNANC

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PROJECT BALLS (BASKETBALL ATHLETES LEADING A LASTING SUSTAINABILITY); EMPOWERING ATHLETES THROUGH ECO-FRIENDLY FUNDRAISING TO SUPPORT TEAM'S FINANCIAL NEEDS

Blessel La Victoria- Perez, Paul Y. Badon

The purpose of this study was to evaluate the effectiveness of Project BALLS (Basketball Athletes Leading a Lasting Sustainability), a program aimed at empowering athletes through eco-friendly fundraising to support the financial needs of the Camaman-an Elementary School basketball team while promoting environmental awareness through waste reduction. Using an action research design, data were collected through both quantitative and qualitative methods. Surveys were administered to 15 members of the Camaman-an ES Basket Brawlers to assess their experiences with the fundraising activities and the team's financial needs, providing valuable numerical data on the project's financial impact. In addition, a focus group discussion was conducted to examine the project's influence on waste reduction and recycling practices within the school. Participants shared insights regarding behavioral and attitudinal changes toward recycling as a result of their involvement in Project BALLS. The findings revealed that the project was highly effective in achieving both financial and environmental goals. Participants reported meaningful contributions to the team's financial support and increased environmental responsibility. In conclusion, Project BALLS successfully addressed the basketball team's financial challenges while fostering eco-friendly practices, making it a valuable and replicable model for other schools.

Keywords: athletes, eco-friendly, environmental responsibility, financial needs, fundraising, sustainability, waste reduction

EXAMINING THE PERFORMANCE OF GRADE VI TEACHERS THROUGH CLINICAL SUPERVISION

Rosemarie H. Dullente

One of the core responsibilities of a school head is to conduct instructional supervision to ensure teaching effectiveness and alignment with the school's mission, goals, and objectives. This study aimed to evaluate the effect of clinical supervision as an intervention to improve teacher competence. Recognizing the need for consistent and focused monitoring, the study emphasized the importance of intensive instructional supervision carried out regularly by the school head. Using an action research design, the study was conducted in a public elementary school and involved a group of teachers identified to have areas for development. The intervention focused on the use of clinical supervision, which included pre-observation conferences, actual classroom observations, and post-observation feedback sessions. The researcher gathered data through observation tools and



performance evaluations, as well as interviews with the teachers. Findings revealed a notable improvement in the teachers' classroom performance after undergoing clinical supervision. Teachers demonstrated better lesson preparation, classroom management, instructional delivery, and student engagement. Moreover, the feedback process helped teachers gain insights into their teaching practices and encouraged reflective teaching. Teachers expressed that they became more aware of the standards set by classroom observation tools and were more confident in addressing their areas for growth. In conclusion, the study affirms that clinical supervision is an effective approach to enhance teacher competence. It is recommended that school heads regularly implement structured supervisory strategies and that teachers continuously study observation indicators to meet professional standards and improve learning outcomes.

Keywords: clinical supervision, instructional supervision, teacher competence, classroom observation, teaching performance, school leadership

PROJECT SCORE (SCANNING, CLASSIFYING, ORGANIZING AND RECORDING OF EVIDENCE) FOR EFFICIENT LEARNERS' RECORDS KEEPING MANAGEMENT

Ronaldo D. Auman, Julieta M. Suansing, Jobelle Anne H. Agan, Mary Jane A. Aliling

This study aimed to assess the effectiveness of Project SCORE (Scanning, Classifying, Organizing, and Recording of Evidence) in improving the school's records management system, particularly in terms of timeliness and accuracy, efficiency of record-keeping, file management and tracking, and ease of record retrieval. The project was designed to streamline processes and enhance service delivery to stakeholders, particularly graduates requesting school documents. A total of thirty (30) respondents participated in the study, comprising graduates who requested school records between January and April 2024. The research employed a descriptive method, with a feedback questionnaire serving as the primary data-gathering tool. Descriptive statistics were used to analyze quantitative data, while a t-test was applied to determine significant differences in perceptions across variables. The results revealed that respondents had varied but notably positive views on the efficiency and reliability of Project SCORE. Statistically significant differences emerged in their assessments of timeliness, accuracy, and effectiveness of the records system before and after the implementation of the project. The findings indicate that Project SCORE has significantly improved the management and retrieval of school records, ensuring faster response time, better classification and organization of documents, and enhanced accessibility. As such, this initiative is a viable model for modernizing school document management and providing better service to stakeholders. It is recommended that Project SCORE be sustained and continuously refined to address evolving records management needs.

Keywords: accuracy, scanning, classifying, organizing, recording of evidence, records management, Project SCORE, file retrieval efficiency



ADDRESSING TECHNOPHOBIC TEACHERS THROUGH PROJECT LEAP: BASIS FOR PROFESSIONAL LEARNING ENHANCEMENT AND TRAINING

Alma B. Penonia

This study explores the implementation and impact of Project LEAP (Leveraging Education through Advanced Pedagogy), a school-based program designed to address challenges in technology integration and empower teachers to become confident, digitally competent, and innovative educators. Conducted at Kauswagan Central School during the 2024–2025 academic year, the research utilized a mixed-methods approach and stratified random sampling to ensure a comprehensive representation of the teaching staff across various grade levels and subject areas. Quantitative results revealed that teachers reached a “Competent” level in basic technology skills, with an average score of 3.08. However, the varying proficiency levels emphasized the necessity of sustained professional development, particularly in areas such as advanced spreadsheet applications, interactive digital tools, and multimedia integration. Digital literacy was also rated as “Competent” (2.77), yet challenges persisted in the effective use of gamification and simulation-based learning in daily instruction. Qualitative insights from focus group discussions identified four primary motivators for enhancing digital competence: increasing student engagement, pursuing continuous learning, meeting 21st-century educational standards, and promoting collaborative instructional practices. The study concludes that while foundational skills are present, deliberate and structured capacity-building programs are crucial to fully equip teachers for a technology-enhanced learning environment. Project LEAP demonstrates the potential of targeted interventions to bridge the digital divide in education. Therefore, the continuation and expansion of such initiatives are strongly recommended to foster sustainable growth in digital pedagogy and instructional innovation.

Keywords: Project LEAP, technology integration, digital literacy, professional development, gamification, innovation, 21st-century skills, instructional technology, digital pedagogy

ASSESSMENT AND INFLUENCE OF THE JOINT DELIVERY VOUCHER PROGRAM ON K-12 CURRICULUM EXITS: BASIS FOR SUPPORT PROGRAM FRAMEWORK

Mar V. Agot, Rodel M. Gultiano, Liza G. Perez, Dinah

The Technical-Vocational-Livelihood (TVL) track under the Philippine K–12 education system is designed to equip senior high school students with job-ready skills through specialized programs such as the Joint Delivery Voucher Program (JDVP). This study evaluates the effectiveness of JDVP in preparing TVL graduates for various curriculum exits—higher education, employment, and entrepreneurship—while also providing evidence for potential curriculum enhancement. Utilizing a descriptive research design, data were collected from 85 JDVP beneficiaries enrolled in the Home Economics (TVL-HE) and Information and Communication Technology (TVL-ICT) strands during School Years 2021–2022 and 2022–2023. Methods included validated



questionnaires, focus group discussions, and in-depth interviews, with both quantitative and qualitative analyses applied.

Findings highlight that 85.88% of respondents pursued higher education, with notable interest in ICT, Culinary/HRM/Tourism (20.55% each), and Criminology (36.99%). Employment outcomes reveal a preference for private sector jobs (90%), with casual employment (80%) being the most common. Meanwhile, JDVP graduates who pursued entrepreneurship successfully launched small-scale businesses. The program was positively rated in terms of trainer competency, digital learning delivery, and industry relevance, though challenges were noted in resource allocation, equipment accessibility, and logistical support. JDVP was found to influence learners' career decision-making, building self-confidence and allowing time for reflective planning. The study underscores the need to enhance program design to better align with industry demands and student aspirations, thereby strengthening its role as a support program framework for sustainable youth development.

Keywords: Joint Delivery Voucher Program, curriculum exits, employment, entrepreneurship, higher education, TVL, support program framework, technical-vocational education

MODIFIED MATATAG CLASS PROGRAM

Daisy D. Lu, Jinnefer D. Espina, Rudy P. Villalobos

This study aimed to evaluate the effectiveness of the Modified MATATAG Class Program in addressing the instructional challenges encountered by Grade IV teachers and learners during the implementation of the new Grade IV class schedule under the MATATAG Curriculum. Specifically, the research compared the experiences of teachers and learners in two different time allotments per subject—45-minute periods versus 90-minute periods—to determine which schedule yielded more favorable outcomes in teaching and learning at Lumbia Central School. The study utilized a qualitative research design involving focused group discussions (FGDs) and key informant interviews to gather data from 11 Grade IV sections, composed of 482 pupils from both regular and shifting classes, and 12 Grade IV teachers. Through thematic analysis, the study examined the participants' insights, instructional engagement, learning retention, classroom management, and overall satisfaction with each time structure. Findings revealed that the Modified MATATAG Class Program—which implemented 90-minute subject blocks—was perceived as more effective in enhancing student understanding, improving learner focus, and providing ample time for interactive activities and formative assessments. Teachers reported improved classroom flow, deeper content delivery, and greater opportunities for learner remediation and enrichment. However, some concerns were noted regarding student fatigue and scheduling flexibility, particularly in multi-grade and shifting class settings. This study underscores the importance of aligning class time allocation with pedagogical strategies and learner needs. The results support the



refinement of the MATATAG Curriculum through evidence-based adjustments that promote effective basic education reform.

Keywords: MATATAG Curriculum, Modified Class Program, time allotment, basic education reform, instructional delivery, qualitative analysis, Grade IV learners, teaching effectiveness

BUILDING A HEALTH-CONSCIOUS CAMPUS: THE ROLE OF GREEN ENVIRONMENT IN REDUCING SCHOOL WASTES

Giljun T. Penuliar, Maricel E. Matanog, Blossom Jane Bañares

This study explores the effectiveness of Project Green in enhancing waste management practices and fostering eco-friendly behaviors within a school environment. It investigates the influence of participatory strategies, awareness campaigns, and policy implementation on students' attitudes and practices regarding proper waste disposal. By examining both quantitative data and qualitative insights, the research identifies key factors contributing to the program's success and areas requiring further development. Based on findings presented in Table 1, students expressed a generally positive perception of the initiative, with a grand mean satisfaction score of 4.0. The highest-rated component, Participatory Engagement (mean = 4.1), emphasizes the value of involving students in environmental activities, which in turn enhances their sense of inclusion, responsibility, and environmental awareness. Composting facilities also received favorable feedback (mean = 4.0), reflecting student support for organic waste management. Meanwhile, lower ratings for Waste Reduction Strategies and Waste Management Policies (both mean = 3.9) indicate opportunities for targeted improvements in implementation and policy clarity. Despite the slight variation in ratings, no significant differences were found across the four dimensions ($p > 0.05$). Nonetheless, the overall mean of 4.2 suggests that Project Green successfully promotes sustainable habits both in school and at home. Qualitative themes further highlight the program's role in shaping responsible waste practices, increasing student participation, and embedding green values into school culture. The study recommends the sustained integration of student-led environmental efforts to ensure long-term impact and reinforce eco-conscious behaviors.

Keywords: Project Green, Waste Management, Environmental Awareness, Proper Disposal, Sustainable Practices, Student Engagement



COLLABORATION, ACCURACY, PRECISION: A THREE - POINT STRATEGY ON WASTE MANAGEMENT OF GRADE 8- SAMPAGUITA

Jolly Cabingas, Genny Lumantas, Alfredo Tongco

Effective waste segregation is crucial for environmental sustainability, yet many educational institutions struggle with implementing consistent and efficient practices. This study examines the waste segregation practices of Grade 8 – Sampaguita students, aiming to enhance their engagement and effectiveness through a structured three-point strategy: Collaboration, Accuracy, and Precision. Utilizing a mixed-methods approach, the research combines quantitative surveys and qualitative interviews to assess current waste management behaviors and identify existing challenges. Collaboration fosters teamwork among students, encouraging a collective commitment to sustainable practices. Accuracy emphasizes the correct identification of waste types, while Precision ensures consistent and meticulous adherence to segregation protocols.

Findings indicate that implementing this three-point strategy significantly improves students' understanding and execution of waste segregation practices. The study concludes that empowering students through collaboration, promoting accurate sorting, and ensuring precision in execution not only enhances their waste management skills but also fosters a culture of sustainability within the school community. The insights gained provide a framework for other educational institutions seeking to strengthen their waste segregation initiatives.

Keywords: Collaboration, Accuracy, Precision, Waste Segregation, Sustainability, Environmental Education, Waste Management, and Student Engagement