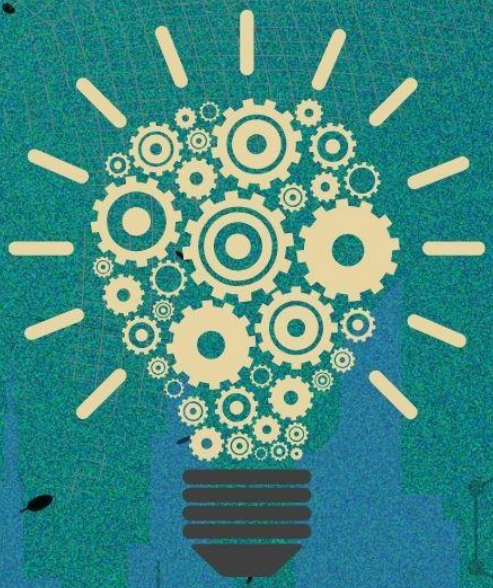
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Bacoor Research Engagement and Enhancement Docket (BREED) Journal

Rationale

Teaching and learning are the core processes in the delivery of the K to 12 Curriculum in the classrooms. Department of Education is a learner-centered government institution which constantly incorporates the learning outcomes in implementing education policies anchored towards its vision, mission, and core values.

Pursuant to DepEd Order no. 39, s 2016 titled Adoption of the Basic Education Research Agenda, DepEd Order no. 16, s. 2017 titled Research Management Guidelines, the City Schools Division of Bacoor continues to promote and to strengthen the culture of research in basic education under the project BREED- Bacoor Research Engagement and Enhancement Docket 2.0, in support to the Division banner project BAKOOD (Balanced Acquisition of Knowledge Optimizing Opportunity and Development) which offers a range of different projects that prioritize the improvement of literacy and numeracy of the learners, aligned with the MATATAG agenda, and projects that provide basic education services and facilities, and give support for teachers to teach better.

The Division of Bacoor City sustains its initiatives towards strengthening evidence-based decision making through sound and relevant researches that can draw lessons from the past and existing education programs and can identify ways to improve them. Studies can define problems and generate possible solutions for more effective interventions for the improvement of access, quality and governance.

The efforts in improving practices through research initiatives are under Basic Education Governance Act of 2001 which underscored the role of research in the management and administration of the basic education system. With this mandate, Division of Bacoor City has strived to strengthen research in the organization. Chapter 1, Section 7 (5) of the RA 9155 states that DepEd is mandated to undertake national educational research and studies" from which it can become part of the basis for the necessary reforms and policy inputs.

The research themes under BERA are teaching and learning, child protection human resource development, governance, disaster risk reduction and management, inclusive education, and gender and development. Research is a way of life. The sound and relevant studies can draw lessons of the previous and current education practices which can solve different issues and concerns. Research skills and competencies have to be developed and put into writing the corresponding actions which eventually can provide better solutions to the learning gaps in the delivery of the curriculum and provide satisfaction in other basic education services.

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MESSAGE

Office of the Schools Division Superintendent
Chief Editorial Office Administrator

E-Tutoring on Modular Distance Education in Enhancing the Academic Achievement of Selected Grade 5 Learners: An Action Research

JENNIFER M. GARCIA
Ligas I Elementary School

Abstract

Modular Distance Learning had caused a digital divide and learning gaps between the MDL learners and ODL learners. Challenges exists and need to be solved to ensure that learning will continue. E-tutoring as an intervention provides learning opportunities for the disadvantaged learners. This study aims to explore the outcome of e-tutoring in enhancing the academic performance of Grade 5 learners under MDL. It utilized qualitative design through action research method with 5 participants. Data gathered was analyzed through thematic analysis and data triangulation of the research documents collected. It was found that e-tutoring contributed largely to the knowledge acquired and academic achievement of learners, specifically in Science. This study focused only on the outcomes of e-tutoring in enhancing academic performance. Pupils who do not belong to Grade 5 Maalaga of Ligas I Elementary School were not included to the said activity. In terms of its originality or value, the intervention used for this research demonstrated explicit instruction in new normal using electronic platforms such as phone calls, Facebook messenger and zoom platform.

Keywords: Modular Distance Education, e-Tutoring, intervention, Academic Achievement

Recommendations

Based on the findings and conclusion, the researcher came up with the following recommendations:
Modular Distance Learning should be blended with Online Distance Learning through e-tutoring program if possible, so the parents and pupils will be able to gain better assistance from a teacher.

In terms of the use of various e-platforms such as mobile phone and Facebook messenger, there should be a thorough exploration of their different key features to ensure a better implementation of e-tutoring.

Adopt E-FONE project proposed by Mrs. Ma. Katrina N. Domingo to provide mobile phones for marginalized learners who will be the target clientele of the project e-tutoring.

Establish strong partnership with stakeholders to support financial assistance for mobile loads so that learners can have opportunity to join e-tutoring.

LAC sessions are highly recommended to ensure that teachers will be having a deep knowledge of how to implement the project. This could be done through mentoring, coaching and the conduct of LAC.

Observation of master teachers or school head during the conduct of e-tutoring is important to provide technical assistance. This could help to corroborate on the evaluation of this project.

The same study may conduct with a larger number of participants to include the other learners from different grade level who were not part of this study.

Utilizations

The result of this study helped the school to cater the needs of learners who were under of modular distance learning. This was utilized as one of the school projects to help learners who have struggle learning the lessons on their own. Project E-tutoring was introduced to grade level teachers, including its goal and objectives. Activities such as weekly online kamustahan and online tutoring contributed to lessening the burden to parents as well as to teachers.

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The Physical Facilities Status of SHS within Bacoor Elementary School: Basis for Workplace Safety Plan

ARIEL A. ALMASCO, JR., JOVEN S. RIOS, and GUIANNE LEI A. LEJANO
SHS within Bacoor Elementary School

Abstract

Safe school facilities are essential for a number of reasons that affect children' growth, well-being, and academic achievement. Through interview, the study is able to gather qualitative data from the learners. The participants revealed that the school made procedures to establish a secure learning environment that include controlling access. A secure perimeter is established around the entire main entrance, all subsidiary entrances, and all necessary space. The school has operations to keep the school building, furniture, and equipment in the best form for normal use, and to ensure the use of the school building as a shelter in case of an emergency caused by natural hazard events. The study revealed that the safety of the campus is understood to be ensured by security guards at schools. As violence at school has the potential to impede students' personal development and growth, they must maintain the safety and tranquility of the learning environment. In this regard, school grounds have a big chance to contribute to learning by serving as an area that encourages collaborative, vigorous, safe, and unstructured outdoor activities. The school has a plan in checking the grounds, looking on the possible threats that may cause accidents. Outdoor activities are the primary way that children learn and communicate with one another. It is essential for a learner's healthy development.

Key Words. Physical Facilities, Safe learning environment. Safe access. School safety.

Recommendations

The school must strengthen its perimeter access control through stronger perimeter fences. Intruder access to the property is blocked by strong perimeter fences, which also deters other types of crime. The protection of students and teachers at schools requires effective perimeter fencing.

The school needs additional manpower to sustain its cleanliness. Hiring a school janitorial cleaning service to take care of cleaning the building. This can assist maintain the health of the employees and learners and make the school as healthy an environment as possible.
The school security can be strengthened by adding additional closed-circuit television cameras and additional lightings and having them installed in strategic places. CCTV surveillance systems are excellent deterrents against incidents occurring during school hours or unauthorized access. Security lighting creates a psychological discouragement to criminal conduct in the area being secured by providing a degree of illumination to clearly identify people or things.
The grounds inspections must be conducted regularly to document possible hazards and plan ways to remove them. Regular inspection practices have several benefits for schools. Injury prevention for faculty, staff, and students is crucial. Inspections lessen the possibility of accidents and other losses that can cause classes to be interrupted, suffer reputational harm, or see a decrease in student enrolment.

Health and safety protocols must be sustained. Assign people responsible while making sure they each do their part and create a committee dedicated to worker safety and health. The risk of disease transmission and injury from workplace activities can be reduced with the use of a workplace health and safety management system.

The school may coordinate with other Local Government Unit (LGU) relevant to school safety such as but not limited to Bureau of Fire or City Disaster Risk Reduction Management Unit. Their assistance could also help in terms of enforcement of minimum health and safety protocols and other safety drills or training. Increase the capacity of local government units (LGUs) to deliver social assistance programs can strengthen the school's healthcare system, and increase support in terms of school safety programs.
The school may apply CPTED to further increase the safety of its learners, teachers and staff and increase their productivity. CPTED is a recognized tool to help promote growth in

communities and schools to encourage safe activities throughout. Incorporating CPTED can help to create a safe and secure environment that encourages activity, vitality and viability, enabling a greater level of security.

Utilization

Activities for First Quarter are: Demolition of wall in front of bldg. No. 2, 2stry- 4cl, PSIP building and Fabrication of countertop tables and cabinets at bldg. No. 4, 1stry-2cl - storage room. Effective learning can occur in a secure and comfortable setting. Students can concentrate more effectively, participate more actively in class activities, and form favorable attitudes about learning when they feel safe and comfortable in their surroundings. Second Quarter Activities: Relocation and renovation of principal's office from 2nd floor of building. Production of ramps for persons with disabilities and bikes and motorcycles. To make services easily accessible and provide more instructional rooms for learners, the Principal's office was transferred to a more strategic place. The former office became an instructional room for Grade 11 Humanities and Social Science students. For anyone who has trouble getting around, like those who use wheelchairs, walkers, or crutches, ramps offer simple access. Third quarter activities. Plastering concrete floor in school grounds and Fabrication of stairs in bldg. No. 1, 4stry-16cl. Fundamental components of a secure and effective environment in schools are safe flooring and staircases. In addition to preventing accidents and injuries, they improve the institution's general wellbeing, effectiveness, and reputation. Widening of corridors and provision of flagpole was done for the fourth quarter activity. When there is a need for a quick evacuation, such as during a fire, an earthquake, or another emergency, clear corridors are essential. There is less chance of congestion and panic when there are clear channels that allow people to travel quickly and safely to designated exits. Accessibility for all people, especially those with impairments, mobility issues, or the elderly, is ensured by blocked-free corridors.

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Project RAIDAR: Status of Implementation and Data Management Practices of SHS within Bacoor Elementary School

KYNAH AMOR M. DARVIN and GUIANNE LEI A. LEJANO

Abstract

Project RAIDAR is the Data Management Project of SHS within Bacoor Elementary School that was done due to the exponential growth of data and its crucial role in decision-making, operations, innovation and competitive advantage of the school. Accuracy, consistency, and dependability of data are ensured by effective data management. When data is reliable, it can be relied upon to help people make wise decisions. Errors caused by improper data management may have serious effects. Data organization is crucial for decision-making and data analysis. Schools can use it to gain insights, make wise choices, and adjust to shifting external factors and conditions. Reliable conclusions must be drawn from accurate and well- organized data. It aimed to: Determine how are the data are visualized using dashboards; determine how are the concerns relevant to data management handled; determine how does the data management coordinator manage the mentoring plan; determine how does the school streamline process related to data management; and to determine how does the help desk increase the organization's knowledgebase in terms of data management. The impact report was carried out to provide a qualitative and quantitative assessment and analysis of the activities and results of the objectives outlined in the Key Result Area (KRA). KRAs give stakeholders an organized framework for receiving updates and results. Data Management Coordinators and School Heads can effectively communicate the success of the project and identify any areas that require improvement by structuring information around major areas of influence.

Key Words: Data Management, Impact Report, Process Flow, Query Handling, Delphi Approach

Recommendations

Use data visualization tools to improve display of data. Convey complex data quickly and simply using info graphics. Because they can convey a lot of complex information in a short amount of time using visually appealing components that capture attention and help with retention. Data visualization makes data more accessible and understandable to a broader audience.

Utilize appropriate Project management tools. Project management tools are specially designed to assist an individual or team in managing their projects and tasks effectively.

Incorporate mentoring plans with succession plans. It can be helpful in identification and development of people within an organization for critical leadership roles that may open up due to retirements, promotions, or other events. It also ensures that there are qualified and capable individuals ready to step into other roles.

Improve flowcharts to offer a simple and intuitive visual representation of intricate operations. They make it easier to explain a process's operation to a broad audience, independent of their level of technical expertise. Organize and update the helpdesk's knowledge base into categories and subcategories to make it easy for users to find relevant information. Provide categories like "Account Management," "Product FAQs," or "Technical Troubleshooting."

Conduct satisfaction survey among stakeholders to improve the objectives, maintain alignment, and find better ways to reach project milestones. Conduct benchmarking as an evidence-based approach to gather data to illuminate areas for continuous growth and improvement. It can also help in determining the improvement needed.

Apply SWOT analysis to assess the project's internal strengths and weaknesses, as well as external opportunities and threats. It has a high level of importance in guiding decision-making and shaping projects' future plans.

Improve the Delphi Approach by gathering individual responses anonymously and providing controlled feedback in subsequent rounds, the Delphi approach can help lessen the effects of groupthink, where participants conform to a dominant opinion.

Utilizations

Data Management Practices of SHS within Bacoor Elementary School was determined by creating a tool that will measure its efficiency based on the Key Results Area and the specific objectives of each Data Management activity and practices. This is to ensure that the processes applied are accurate and also to identify possible gaps. This is to prepare the school for possible changes that may occur brought by the internal and external factors.

Delphi Approach helped in identifying gaps based from the feedback of external experts. It provided areas where data management procedures should be improved in order for the school to function better and identify future bottlenecks or inefficiencies. By referring on the collective knowledge of experts, the Delphi approach can assist data management coordinators and the School Head in identifying potential risks and possibilities in situations relevant to Data Management where there is a significant degree of uncertainty or complexity, such as in strategic planning or technological forecasting. KRAs and an organization's strategic goals are closely related. Organizations make sure that individual efforts are in line with overarching objectives by evaluating performance against these critical areas, which promotes overall success.

Project GUESS': An Advocacy to save LARDOs

ELLEDEN GRACE L. DENOSTA

Abstract

This study used a quasi-experimental type of research to investigate the effect of Project GUESS in decreasing the number of LARDOs among Kindergarten learners this school year 2023-2024. The results of the study showed that the factors underlying on LARDOs were identified such as, family problem, parents' attitude towards learning, lacking of financial support and change of residence. Project GUESS or Giving Unrelenting Educational Support to Students as an intervention has been found effective to lessen the number of LARDOs among kindergarten learners. In school year, 2023-2024, there are 13 kindergarten learners identified as LARDOs. They had undergone intervention through Project GUESS. At the end of the school year 2023- 2024, 5 kindergarten learners or 38.46% of the identified LARDOs has dropped-out from school. This means that 8 learners or 61.54% of the learners identified as LARDOs was saved from dropping out after the intervention.

Keywords: intervention, drop-out, LARDOs, students' absences

INTRODUCTION

A student is pushed out when adverse situations within the school environment lead to consequences, ultimately resulting in dropout. Students can be pulled out when factors inside the student divert them from completing school. Researchers have found out a factor called falling out of school, which occurs when a student does not show significant academic progress in schoolwork and becomes apathetic or even disillusioned with school completion. It is not necessarily an active decision, but rather a "side-effect of insufficient personal and educational support.

According to the Article XIV of the 1987 Philippine Constitution All Filipino has the right to protect and promote the right of every citizen to quality education at all levels and shall take appropriate steps to make such education accessible to all; establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society; and encourage non-formal, informal, and indigenous systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs. The Education Act of 1982 (BP Blg. 232) "The State shall provide the right of every individual to relevant quality education regardless of sex, age, creed, socio- economic status, physical and mental condition, racial or ethnic origin, political and other affiliation."

Department of education lived true to their word as they intensify the implementation of various projects that would sustain the welfare of every Filipino child. True enough, the department develops the MATATAG curriculum or "Make the curriculum relevant to produce job-ready, Active and responsible citizens; TAke steps to accelerate the delivery of basic education services and provision facilities; TAke good care of learners by promoting learner well-being, inclusiveness learning, and positive learning environment; and which embodies and caters all the developmental needs that will help every Filipino child to foster and demonstrate different Filipino attributes. More so, the campaign on this matter strengthens to uphold and sustain this up to the coming years, Thus, the department upholds its commitment that this will be successful through the help of regional offices across the country. Regional offices will uphold this among its division offices. However, despite of the rigorous campaign to sustain and fulfill and cater all the needs of every Filipino child, there are still several dropout rate in every school or institution.

Project GUESS or Giving Unrelenting Educational Support to Students aims to save and persuade identified LARDOs to continue coming to school despite of all the factors mentioned above. It intensifies its campaign to help them address their concerns. By doing so, this project immensely implements the home visitation on these identified learners.

Results and Discussion

Based on the collected responses, Mood swings had the highest percentage with a mean of 2.84 made by grade 6 learners. It is commonly experienced by the learners and manifest in various ways like excessive sadness, aggressiveness, and withdrawal/ isolation. However, some learners also experienced depression with a mean of 2.68. Wherein, they usually feel lack of motivation in school, fatigue, and loss of appetite. Other factors are also experienced by the learners, such as attention seekers and anxiety with both the same mean of 2.66, and behavioral disorders with 2.48 percent. The last option with a mean of 2.04 is suicidal thoughts, where some learners are tempted to intentionally take their own life. The result was very alarming since depression and suicide are of increasing concern and a significant mental health problem among students. Studies revealed that suicide is the third leading cause of death among teenager and young adults. This implies to have a comprehensive intervention to students having this kind of health problem in or der address immediately and to avoid severe consequences.

Conclusions

In light with the results above, the following conclusions have been made factors underlying on LARDOs were identified such as, family problem, parents' attitude towards learning, lacking of financial support and change of residence.

Project GUESS as an intervention has been found effective to lessen the number of LARDOs among kindergarten learners.

Recommendation

Based on the above findings and conclusions, the following recommendations are suggested: Implementation of Project GUESS should be included in the school SIP and AIP. Continuous or constant implementation of the intervention is encouraged to attain the school's objective of zero drop-out rate before the end of the school year.

Regular monitoring of learners who have undergone the intervention. Establish school partnership with internal and external stakeholders to support Project GUESS and give other educational support, not just for LARDOs but also to struggling and less fortunate learners.

This intervention can be adapted by other schools too as intervention for drop-out/absences issues and concerns.

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The Effect of Integrating Ethics on Reflective Practice of Grade 11 Students in Entrepreneurship

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Senior High School in Progressive Elementary School

Abstract

Reflective Practice is a purposeful manner of thinking about events, with the goal of learning from mistakes, identifying abilities and strengths, and developing options and actions for future success. This study determined the effects of integrating Ethics on reflective practice of students in Entrepreneurship. The study employed a two-group quasi-experimental pretest-posttest design and relied on purposive sampling. A total of forty Grade 11 students from two classes of the Senior High School in Progressive for the SY 2020-2021 were the participants of the study. The result indicates that the experimental class has higher mean posttest score than the control class. The t-value is -5.904. The p-value is .000. Since the computed value is less than .05, the result is significant. Therefore, there was a significant difference between the posttest scores of students in Reflective Practice Self-Assessment in control and experimental classes. In general, the reflective practice summary of scores of the control class in pretest which is 27.25 and posttest which is 31.40 remains in "good potential for using reflective practice" while the reflective practice summary of scores of the experimental class in pretest which is 30.55 which is also "good potential for using reflective practice" has increased to 41.00 which is "strong potential for using and improving reflective practice"

Keywords: reflective practice, ethics, entrepreneurship

Recommendations

An implication to the findings of this study is that beyond academics, integrating ethics in the lessons cultivates key life-long learning skills. Students can enhance social and emotional competences like self-awareness and social awareness by identifying the ideas that form the foundation of their own views.

Taken together, the findings of this study do support strong recommendation that students can provide constructive feedback by leveraging their reflective experiences to express their ideas or suggestions. Teachers should let students take an active role in their learning as they are significantly more likely to grasp and understand concepts. Moreover, reflective practice is more than self-assessment. Instead, it connects reflection and action to encourage critical thinking in search of new knowledge and insights, allowing for lifelong learning and development.

Utilizations

The study investigated the impact of integrating Ethics on reflective practice among Entrepreneurship students, employing a two-group quasi- experimental pretest-posttest design with purposive sampling. Forty Grade 11 students from two classes participated, revealing that the experimental group exhibited significantly higher mean posttest scores than the control group ($t = - 5.904$, $p = .000$). This finding underscores a substantial difference in Reflective Practice Self-Assessment scores between the two groups. Notably, while the control group's scores indicated "good potential for using reflective practice" both pretest and posttest, the experimental group's scores elevated from "good potential" (pretest) to "strong potential for using and improving reflective practice" (posttest), emphasizing the efficacy of Ethics integration in enhancing reflective practice among students.

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Towards Enhancing Awareness on Dyscalculia Among the Teachers of Queens Row Elementary School

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Abstract

The primary objective of this study was to assess the level of dyscalculia awareness among the teachers at Queens Row Elementary School, Division of Bacoor City during the School Year 2022-2023. The study utilized a researcher-made questionnaire to gather data from teacher-respondents who were selected through purposive sampling. The respondents were one hundred fifty-five (155) public elementary school teachers from Queens Row Elementary School who have been teaching for at least one year. The research utilized the quantitative method using descriptive survey. In this study, the researcher sought the extent of awareness of teacher-respondents of dyscalculia in terms their Awareness of Dyscalculia, Teachers' Training and Preparedness and the Challenges they Encountered as basis for proposing program for effective implementation. Results of the study showed that participants indicated a high level of awareness of dyscalculia. They also expressed agreement with the presented indicators regarding teachers' training and preparedness. The study highlights the need for more awareness and training programs for teachers to aid them in supporting children with dyscalculia. These training programs can play a crucial role in improving teachers' awareness of dyscalculia, which can ultimately benefit learners with this specific learning difficulty. The findings of the study demonstrate a clear consensus among respondents signifying agreement on the challenges faced. The notably high rankings for limited school administration support and insufficient resources for learners with dyscalculia underscore critical issues. These findings highlight the urgent need to address inadequate administrative support and resource shortages to improve overall assistance for learners with dyscalculia.

Keywords: Dyscalculia, Awareness, Enhancing, Implementation, Assess, Gap

Recommendations

In the light of the findings and conclusions of this study, the following recommendations are forwarded:
It is recommended that the school headed by the principal should continue emphasizing and reinforcing awareness initiatives and teacher preparedness programs, based from the respondents' unanimous agreement with the presented indicators.

The school should conduct tailored interventions and training programs that are necessary to address the identified statistically significant variations in dyscalculia awareness.

Given the unanimous agreement on the challenges faced by the respondents, targeted efforts and resource allocation should be directed towards addressing these challenges, enhancing the overall teaching, and learning environment by the school.

The school should immediately address the critical challenges faced by respondents, particularly the limited school administration support and insufficient resources for students with dyscalculia, by implementing strategies such as enhancing administrative support, allocating adequate resources, developing supportive policies, and investing in professional development for educators.

Given the rigorous development of the proposed program for effective implementation, it is recommended that the school should continue the commitment to excellence in program design, ensuring alignments with the identified challenges and meeting the diverse needs of the participants.

Utilization

Dyscalculia refers to a specific learning difficulty in mathematics, characterized by difficulty in understanding mathematical concepts, memorizing mathematical facts and performing mathematical calculations. The study aimed to improve the knowledge and skills of teachers in addressing dyscalculia, ultimately leading to a better academic outcome for learners with this specific learning difficulty. This study provided insights and recommendations for developing an effective program that can support learners with dyscalculia.

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Project SiLAW: Numeracy Skill Intervention VS Learning Gap in Math

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Abstract

The Department of Education (DepEd) and the Philippine educational system is now facing a challenge to address the growing learning gaps of students in terms of numeracy. The Philippines scored second lowest in Mathematics and Science among the 79 participating countries. In response to the DepEd's call to innovate instruction and address learning gaps among learners, Math teacher of Mambog Elementary School crafted and implemented Project SiLAW or Simplified Learning Arithmetic Worksheets. This project aimed to develop and enhance numeracy skills among learners through constant or continuous practice of solving arithmetic worksheets. This innovation was captured from the famous quote of Benjamin Franklin: "Tell me and I forget. Teach me and I remember. Involve me and I learn". Technically, this was anchored on David Kolb's Theory of Experiential Learning. Kolb proposed that experience was critical in the development of knowledge construction, as learning occurs through discovery and active participation. This study used a randomized pretest-posttest control group design method of experimental research, which comprehensively investigated the differences in numeracy level between the controlled group and the experimental group after the implementation of Project SiLAW among Grade 4 learners of Mambog Elementary School in the School Year 2022-2023. SDO Bacoor City CID's Project 3Bs (Bawat Bata Bumibilang) worksheet and the teacher-made worksheet (MELC-based) served as tools for data gathering. The post-test results using 3Bs worksheets showed that the experimental group got the higher MPS of 92.89%, interpreted as "Closely Approximating Mastery". The controlled group got an MPS of 81.89%, interpreted as "Moving Towards Mastery". With a difference of 11.00%, this implies that the group who have undergone intervention through Project SiLAW has higher level in numeracy. In terms of the post-test results using the self-made worksheets, the experimental group performed better in four fundamental operations. In Addition, the experimental group was 15.20% higher in MPS, 33.60% higher in Subtraction, 19.60% higher in Multiplication, and 35.60% higher in Division. The study concluded that there is a significant difference on the numeracy level between the class who were under the intervention of Project SiLAW or Simplified Learning Arithmetic Worksheets and the class who didn't. Moreover, the experimental group has higher numeracy level in both assessment tools (3Bs and self-made worksheets) than the controlled group. Moreover, this study suggested to continue the intervention to attain zero non-numerates among learners of Mambog Elementary School.

Keywords: Numeracy, Non-Numerates, Mathematics Assessment, Learning Intervention

Recommendations

Implementation of Project SiLAW should be included in the school LRP and AIP.
Continuous or constant implementation of the intervention is encouraged to attain the school's objective of zero non-numerates before the end of the school year.
Regular monitoring of learners who have undergone the intervention.
Craft worksheets as enhancement activities for average and advance learners in numeracy.
This intervention can be adapted by other schools too as intervention for non- numerates and emerging learners.

Utilizations

Project SiLAW or Simplified Learning Arithmetic Worksheets is the school's intervention to attain zero non-numerates before the end of the school year and help emerging learners in Mathematics improve their numeracy level. As sub-project of Project PUMA (Pupils' Upskilling Mathematics Ability), Project SiLAW has been included in our school Learning Recovery Plan (LRP) and Annual Improvement Plan (AIP).
The researcher crafted worksheets of four fundamental operations for the non- numerates and emerging learners. The worksheets have been content-validated by the school LR and submitted to SDO LR. This school year 2023-2024, Project SiLAW has been utilized by non-numerates and emerging learners of Mambog Elementary School. The intervention and improvement of learners in numeracy level have been regularly monitored by the Math teachers, Master Teachers and School Head.

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Project LEARN (Learning Empowerment and Reading Navigation for Grade 2 Literacy Boost)

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Abstract

The purpose of this report is to analyze the research conducted on the effects of reading habits on the reading performance of Grade Two pupils at Talaba Elementary School. The study aims to provide insights into how reading habits influence the academic performance of young learners and to suggest recommendations for educators and parents. The research investigated the relationship between reading habits and reading performance among Grade Two pupils in Talaba Elementary School. It utilized a mixed-methods approach, combining surveys and standardized tests to gather data. The surveys assessed the reading habits of the students, including frequency, duration, and types of reading materials, while the standardized tests measured their reading proficiency. The findings revealed a significant correlation between reading habits and reading performance. Students who reported regular reading habits, such as reading for pleasure outside of school hours and accessing a variety of reading materials, demonstrated higher reading proficiency scores compared to those with irregular or minimal reading habits. Additionally, the study identified parental involvement and access to reading resources as key factors influencing students' reading habits and performance. These findings have several implications for educators, parents, and policymakers. Firstly, educators should promote a reading-friendly environment in classrooms and encourage students to develop consistent reading habits both at school and at home. Parents play a crucial role in fostering a love for reading by providing access to diverse reading materials and setting aside dedicated time for reading activities. Furthermore, policymakers should allocate resources to improve library facilities and promote community initiatives that support literacy development among young learners. Due to this, Project LEARN (Learning Empowerment and Reading Navigation for Grade 2 Literacy Boost) has been made. This project helps to strengthen the skills of grade two learners in reading.

Keywords: Teaching Strategies, Intervention, Reading Recovery, Gap

Recommendations

Based on the research findings, the following recommendations are suggested:
Implement reading programs that encourage daily reading habits among Grade Two pupils.
Provide training for teachers on effective strategies for promoting reading engagement in the classroom.
Establish partnerships with local libraries and community organizations to enhance access to reading materials outside of school.
Involve parents in literacy workshops and guide how to support their children's reading habits at home.

Utilizations

Project LEARN has been made and its guidelines and policies will be implemented in School Year 2024 – 2025. This project aims to encourage learners to continue practicing learning empowerment and reading navigation techniques to maintain and further improve their reading skills. Project LEARN will be presented to our Principal, Master Teachers, grade 2 teachers, parents, and learners. The action plan as well as the activities of this study will be formulated implicitly to achieve the target objectives.

Assessing Satisfaction and Effectiveness: Implementing RFID Technology for Enhanced Campus Security and Operational Efficiency in Mabolo Elementary School.

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Abstract

This action research project evaluates the satisfaction and effectiveness of the RFID system implemented at Mabolo Elementary School, aimed at enhancing campus security and improving operational efficiency. The study assesses user satisfaction among students, parents, and staff, measures the system's impact on access control and attendance tracking, and identifies challenges or concerns raised during its use. Data will be collected through surveys, interviews, and observational studies to provide feedback that will inform recommendations for optimizing the system. RFID technology is widely recognized for its ability to improve operational processes, particularly in educational settings, where it can enhance security and streamline attendance procedures. However, it is essential to address concerns regarding data privacy and security, as well as technical challenges that may arise. This study employs a mixed-methods approach, combining quantitative data on system efficiency and user satisfaction with qualitative feedback that explores the perceptions and experiences of stakeholders. The findings will contribute to refining the RFID system, ensuring its reliability and user-friendliness. Ultimately, this research aims to provide actionable insights to enhance security and operational efficiency in schools, facilitating the continuous improvement of the RFID system to meet the needs of stakeholders. Recommendations will focus on ensuring the effective long-term implementation of the technology, emphasizing stakeholder engagement and potential collaboration with local government units for additional support.

Keywords: RFID technology, Campus security, Operational efficiency, Access control, Attendance tracking, User satisfaction, Data privacy, Stakeholder feedback, Educational Institutions, System Optimization

Recommendations

Develop a customized RFID system tailored to other specific needs of each school.

Ensure integration with existing school management systems for optimal functionality. Conduct continuous workshops and training sessions to familiarize users with RFID technology new features, updates and its benefits.

Provide RFID system in gate 2 or all entrance/exit gate for its continuous implementation.

Include or renew RFID for the kindergarten or all those new learners who enrolled this SY 2024-2025.

Engage all stakeholders, including students, teachers, administrative staff, and parents, in the continuity of application of RFID system. Seek budget and support from LGU for continuity of the use of this RFID system.

Utilization

The adoption of RFID technology in schools represents a significant innovation aimed at transforming traditional educational environments into smart, secure, and efficient spaces. This section outlines the innovative aspects of implementing RFID in schools and the strategic considerations that guide its integration.

RFID technology introduces several innovative features to school systems: Real-time; Attendance Tracking ; RFID - enabled student identification cards and facilitate automated, real-time attendance tracking.

Provides accurate attendance data, reducing manual errors and enabling timely interventions for absenteeism.

Provides security to the daily operations and safety of our learners. RFID-based access attendance system indeed enhances school security by restricting entry to authorized personnel only. This also provides real-time monitoring of access points, alerting administrators to any unauthorized attempts.

Teaching Strategies, English Proficiency and Academic Performance of Grade 6 Lapu-Lapu of Queens Row Elementary School, City of Bacoor, Cavite

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Abstract

This study aimed to evaluate the English proficiency level of Grade Six Lapu-Lapu of Queens Row Elementary School, City of Bacoor, Cavite; with teaching strategies in terms of visualization, collaborative learning, inquiry-based learning, differentiation, technology in the classroom, and behavior management, with academic performance and the investigative challenges faced in learning the language. The objectives of the research were: (1)profiling students in terms of sex, parent's education, family income, and school type; (2)profiling teachers in terms of the same factors mentioned above; (3) determining strategies employed for teaching; (4)assessing English proficiency; (5)considering academic performance; (6)analyzing demographic differences among teaching strategies; (7)analyzing demographic differences among English proficiency; and (8) testing the relationship between English proficiency and academic performance. It was a descriptive-correlational study in which 41 Grade Six Lapu-Lapu of Queens Row Elementary School in District III, City of Bacoor, Cavite participated. A self-administered survey questionnaire on socio-demographics, teaching strategies, and academic performance combined with standardized English proficiency tests was utilized in the study. The study found that the majority of the respondents in this research were females, whose families had a lower income, and had college-educated parents. Most participating teachers in this study were females, had medium incomes, and showed experience in teaching. The differences in teaching strategy Visualizations were the most. Additionally, rated English proficiency as "Moderately Satisfactory" and academic performance as "Satisfactory." Apart from this, significant demographic differences are found in teaching strategies and English proficiency again, highlighting the need for differential approaches in language learning.

Keywords: Teaching Strategies, Proficiency, Academic Performance, Word Analogy, Identifying Errors, Reading Comprehension

RECOMMENDATIONS

Supervisions for public schools may encourage additional male English teachers that may consider gender gaps in teaching as they exhibit different teaching styles (Ochola and Juma, 2014) male teachers are more in a lecture to groups while female are more likely to use interpersonal communication one-on-one with pupils.

Behavior management, Differentiation, and Collaborative learning in teaching as perceived by both teachers and pupils showed as the lowest. Teachers may be given the opportunity to attend seminars and trainings about innovative methods of teaching to improve pupils' engagement, motivation, and attainment.

Short courses on English proficiency that will cater primarily to the "Identifying Errors" that resulted in a "Poor" level of English proficiency for public schools may be conducted. Language Skills Program may be facilitated that may afford them to improve academic performance and appreciation of the English language subjects such as contests like essay writing, news casting, spelling contests, and many more to ardently urge involvement and participation of the pupils.

School management may prioritize the budget for ICT materials such as computers, projectors, whiteboards, television screens, etc. as "Technology in the Classroom" shows a significant relationship in all types of socio-demographic profiles of the pupil-participants compared to other teaching strategies.

Type of school implied significant difference in all parts of the English proficiency test. About this, the Teacher Exchange Program should be considered so that they may apply their learning in their school when they return.

Another study may be done also to investigate if the same findings would be obtained if tested on both private and public elementary schools in the rural areas, the city government in nearby provinces, or other areas in Metro Manila, better

considering the situations of the non-readers and include aspects of determining possible problems often encountered by the learners in learning the English language.

Utilizations

Program	Implementation	Target Audience	Timeline	Outcome
Creative Teaching Strategy Seminars and Training	Offer seminars and workshops on innovative teaching, behavior management, differentiation, and collaborative learning.	English teachers at Queens Row Elementary School.	Quarterly.	Increased teacher competency in the use of engaging teaching methodologies, with corresponding improvements in students' approaches to learning and improved attainment.
Short courses on English Proficiency	Develop short courses of particular relevance to the "Identifying Errors" element of English proficiency.	Students identified with "Poor" level proficiency in English at the Grade 6 level.	Quarterly	Particular improvements in English language competencies, specifically the "Identifying Errors" element that enhance students' competency.
Monitoring and Evaluation	The program should set up a system for monitoring and evaluating the utilization effort.	English teachers at Queens Row Elementary School.	Quarterly	Data-informed decisions ensure timely adjustments and additions in the use methodology to ensure maximum improvement in outcomes in English proficiency and attainment of students.

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READTECH: An Interactive Program Using Videos in Improving Reading Skills in English

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Abstract

The objective of this research was to improve learners' reading skills in English of grade IV Pupils afternoon class by using interactive multimedia specifically videos. This study was categorized into Action Research (AR). The subjects of the study were the grade IV afternoon class of Habay Elementary School S.Y. 2023-2024. This study will use interactive multimedia as an intervention to the increasing problem of an alarming number of learners in frustration level. Participants in the study will be subjected to a one-hour face-to-face class session utilizing interactive reading materials on school days with a limited number of students. The researcher will tabulate, graph, and analyses quantitatively the raw scores recorded by the recorder using the Phil-IRI tool before, and after the intervention. This will be the primary indicator of the effectiveness of using interactive multimedia in reducing the number of identified struggling readers in the class. The results of the research show that there is improvement of the students' reading skills through the use of Interactive Multimedia. The students made a good improvement in some aspects of reading skills.

Keywords: Interactive, Multimedia, Struggling, Intervention

Recommendations

Based on the findings and conclusions made, the following recommendations are suggested:

Since using interactive multimedia like videos in reading had been found effective in teaching reading, teachers are encouraged to use this method in remedial reading instructions. Pupils should be grouped according to their abilities and level of difficulties to facilitate assessment and evaluation of pupils' reading abilities.

Activities of pupils with reading difficulties must be followed up and intensified at home and in the next grade level based on their identified reading abilities and difficulties.

Utilizations

The study's findings will be shared with fellow teachers via School Learning Action Cell sessions in order for them to adopt the technique. To further spread the study's findings, the researcher will present them at a research conference and publish them in a credible research journal.

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Cyberbullying Among the Intermediate Learners of Longos Elementary School: Basis for O2C (Online-Offline Counselling) School Year 2021-2022

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Abstract

The primary aimed of the study is to reduce cyber bullying among intermediate learners of Longos Elementary School through O2C (Online-Offline Counseling). The study utilized descriptive survey research design to describe and assess frequency of happening of cyber bullying, the degree of problem of cyber bullying, and the degree of need to implement the intervention program. Simple random sampling was used in choosing the participants from intermediate learners of Longos Elementary School. A total of 106 respondents from the total population of 459. The results showed that the frequency happening of cyber bullying among intermediate learners of Longos Elementary School was seldom happened and wacky faces in front of them as teasing formed of bullying style is most happening among the intermediate pupils in the school. The participants from intermediate learners believed that problems of cyber bullying among intermediate learners were moderately serious happened and reasonably serious happened or significantly affected the intermediate pupils class online. The degree of need to implement O2C (Online-Offline Counseling) for the problems of cyber bullying among intermediate learners was fairly needed and practically necessary as It will help the school and teachers on the right process when they encounter cyber bullying incidents.

Keywords: Anti-bullying, Cyber-bullying, Intermediate Learners, Counseling

Recommendations

These are the recommendations of the researcher based on the gathered data:

1. Since the frequency of cyberbullying among intermediate learners of Longos Elementary School had seldom happened, it is recommended to supervise by their parents during the online class.
2. Since the moderately serious and reasonably serious happened or significantly affected the intermediate pupil's class online, separate schedules and times online or grouping the bullies and the victims separately is highly recommended.
3. For the need to implement O2C (Online-Offline Counseling) for the problems of cyber bullying among intermediate learners, use serious and empathic dialogues with bullies and victims about the impact of bullying, what appropriate behavior is and isn't, non-violent and effective ways to keep yourself safe.

Utilizations

The conduct of Child Protection Policy orientation in Longos Elementary School, emphasizing Anti-Bullying particularly Cyberbullying is done during the General Parent-Teacher Conference before the opening of classes. The regular and per-grade level program for learners is done and integrated during their classes. This is to create awareness of the various examples and effects of bullying. During these times, learners were able to assess themselves on the attitudes and values they possessed. They were also given the chance to share their experiences with the teachers they trusted the most and were counseled online and face-to-face with their parents and guardians. The school aims to continue the program yearly to reduce bullying of any kind, so the learners be protected and healthy holistically while studying and to keep the school a safe learning environment for them.

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Enhancing LAC Implementation in the English Department: Teachers' Views of Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy

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Abstract

This study explored the views of ESL teachers regarding School-based Learning Action Cell (SLAC) as a DepEd strategy for the enhancement of their pedagogical skills in ESL and ESL teachers' views about the best practices shared/topic discussed during the SLAC sessions for the improvement of English Language Teaching (ELT). Four English language teachers from a public junior high school in Bacoor, Cavite were surveyed and interviewed regarding their views of School-based Learning Action Cell (SLAC) as a strategy for the enhancement of their teaching skills and other aspects of their career as a teacher. The study revealed that the teacher-respondents are well-versed when it comes to implementation of the said program. In addition, they view SLAC a good strategy to further improve their skills as a teacher in teaching English. Moreover, the study also showed that teacher-respondents match what they learned in the SLAC sessions to the needs of their students inside the classroom. The study suggested that to fully equip the teachers in the field, SLAC sessions should have a credible resource speaker, and motivate more teachers to participate in the said program.

Keywords: SLAC, Professional Development Program, pedagogical skills

Conclusions

Following a qualitative research design, this research probed the views of teacher-participants about the implementation of SLAC a strategy for the enhancement of the teaching skills of teacher in English Language Teaching. Within this purpose, four English language teachers were asked to write a reflection report about the SLAC session they have attended. Then, the teachers were tasked to answer an open-ended survey questionnaire. Based on the qualitative content analysis scheme of Creswell (2011), the transcribed data were analyzed.

The result showed that teacher-participant are well-aware of the definition of SLAC sessions and the aim of such. Hence, the respondents were able to give or present a clear, concise, and accurate definition of SLAC. Moreover, teacher-participants view SLAC sessions as an effective tool for enhancing their skills, attitudes, and professional ethics. The bottom-up method of SLAC sessions where members study the content of the lesson and pedagogies collaboratively, plan lessons judiciously, and conduct action researches as a team to create an immediate solution to the problems being encountered by the teachers in teaching ESL. Also, it was revealed in the results of the study that the teacher-participants are self-directed, internally motivated, and ready to learn new concepts, strategies and approaches which can enhance them holistically as a teacher. With regard to the topics being discussed or best practices being shared during SLAC session, the teacher's active involvement, from choosing a topic, during the SLAC sessions and after the sessions are evident. Topic must be chosen based on the needs of the students, the teachers, and the school. Furthermore, strategies being shared to them are not just simply adopted or implemented but undergo revisions or adaptation to suit into the needs of the students.

Experiences of the teachers, context where they will use the strategy, background of the students, level of comprehension, and how fast the students learn are the things being considered by the teachers before emulating a strategy. Strategies being shared also undergo series of scrutinization and topics being discussed are being talked about through collaboration and sharing of ideas.

Recommendations

These recommendations are designed to build on the strengths identified in the study while addressing any potential areas for improvement,

ultimately enhancing the overall effectiveness of SLAC sessions as a professional development tool in the English Department.
Strengthen Collaborative Lesson Planning:

Action: Encourage teachers to continue the practice of collaborative lesson planning within SLAC sessions. This ensures that the strategies and lessons developed are well-suited to the specific needs of the students and the school's context.

Reasoning: The study highlights the effectiveness of the bottom-up approach, where teachers collaboratively plan lessons and share best practices, resulting in more tailored and impactful teaching strategies.

Promote Active Teacher Involvement:
Action: Ensure that teachers have an active role in selecting topics for SLAC sessions. This could involve regular needs assessments where teachers identify areas where they need further professional development.

Reasoning: Teachers' active involvement in SLAC sessions, from choosing topics to post-session reflection, has been shown to enhance their engagement and the relevance of the sessions to their professional growth.

Facilitate Reflective Practice:
Action: Implement a structured reflective practice within SLAC sessions, encouraging teachers to regularly write reflection reports on the strategies discussed and their implementation.

Reasoning: The study demonstrates that reflection is a key component in the professional development of teachers, helping them to critically analyze and adapt strategies to suit their specific classroom environments.

Customize Strategies to Local Contexts:
Action: Provide guidance on how to adapt and revise strategies to meet the specific needs of students. This could be supported by case studies or examples from successful adaptations within the school or other similar contexts.

Reasoning: The research shows that teachers are already modifying strategies to fit their students' needs, which enhances the effectiveness of these strategies. Formalizing this process can further improve outcomes.

Support Teacher Autonomy and Motivation:

Action: Continue to nurture the self-directed and internally motivated learning culture among teachers by providing them with opportunities to explore new concepts, strategies, and approaches on their own terms.

Reasoning: The study highlights that teachers are motivated and ready to learn, which is crucial for the success of SLAC sessions. Empowering them to take charge of their professional development will likely lead to more sustained and meaningful improvements in teaching practice.

Evaluate and Evolve SLAC Practices:
Action: Conduct regular evaluations of SLAC sessions to ensure they continue to meet the evolving needs of teachers and students. This could include feedback loops where teachers can suggest improvements or new topics for future sessions.

Reasoning: Continuous improvement is essential to maintaining the relevance and effectiveness of SLAC sessions. Regular evaluation can help identify areas for refinement and ensure the sessions remain aligned with teachers' professional development needs.

Utilizations

The utilization of the research findings has led to meaningful enhancements in the implementation of SLAC sessions within the English Department. By acting on the recommendations, the department has fostered a more collaborative, reflective, and adaptive professional development environment that aligns closely with the needs of teachers and students. Continuous evaluation and adjustment of SLAC practices will ensure that these sessions remain a valuable tool for teacher development.

Strengthen Collaborative Lesson Planning:
Action: Continued encouragement and facilitation of collaborative lesson planning within SLAC sessions. This action ensures that teaching strategies are tailored to the students' and school's needs.
Utilization: The English Department has incorporated structured collaborative planning sessions into the SLAC program, with dedicated

time for teachers to co-develop lesson plans and teaching strategies.

Promote Active Teacher Involvement:
Action: Regular needs assessments have been implemented, allowing teachers to identify areas requiring professional development and influencing the topics discussed during SLAC sessions.
Utilization: The department has established a feedback mechanism where teachers can propose topics for future SLAC sessions, ensuring the relevance of the sessions to their professional growth.

Facilitate Reflective Practice:
Action: A structured reflective practice has been introduced, requiring teachers to document their reflections on SLAC sessions and the implementation of new strategies.
Utilization: Reflection journals have been distributed to teachers, and dedicated time within SLAC sessions is now allocated for reflection and discussion on the effectiveness of the strategies applied.

Customize Strategies to Local Contexts:
Action: Guidance on adapting and revising strategies has been provided through case studies and examples from successful implementations within the school.
Utilization: Workshops and training sessions have been organized to support teachers in customizing strategies to suit their students' needs, ensuring greater alignment with the local context.

Support Teacher Autonomy and Motivation:
Action: The department has continued to nurture a self-directed learning culture by offering opportunities for teachers to explore new concepts and strategies independently.
Utilization: Professional development resources, such as online courses and reading materials, have been made available to teachers, allowing them to pursue learning at their own pace and interest.

Evaluate and Evolve SLAC Practices:
Action: Regular evaluations of SLAC sessions have been instituted to ensure they remain aligned with teachers' and students' evolving needs.

Utilization: The department has implemented a system for gathering feedback after each SLAC session, with the findings used to refine future sessions and keep them relevant and effective.

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DALUMAT Method: Utilizing School Journalism Best Practices in Enhancing Grade 10 Academic Writing Skills in Filipino

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Abstract

This study will focus on the effectiveness of the DALUMAT Method, as a pedagogical approach incorporating school journalism practices, in enhancing Grade 10 students' academic writing skills in Filipino. The study will also used mixed-method design to answer the following questions: a) what is the status of Grade 10 students' academic writing skills based on the pre and post-test? b) how effective is the DALUMAT Method in each phase: Defining, Asking, Leveraging, Understanding, Minimizing, Analyzing, and Tactful? c) how do students and teachers perceive the effectiveness of the DALUMAT Method in developing writing skills compared to traditional methods? The participant of the research is 70 students 10 teachers. The study will highlight on the following key areas: the organization of ideas, motivation to write, and overall writing performance this will be based on CUNY Assessment in Writing. Results from surveys and interviews showed that 54% of students and teachers perceived the DALUMAT Method as more effective than traditional methods, citing improved clarity, structure, and engagement in writing tasks. Furthermore, the journalistic elements of the DALUMAT Method increased students' motivation, making writing feel more connected to real-world applications. While some initial struggles were reported during the transition from traditional methods, both participants recognized the method's balance of creative freedom and structured writing as a significant benefit. These results informs that the DALUMAT Method is a effective alternative way for enhancing academic writing skills, though further adaptation may be necessary to accommodate all learners.

Keywords: DALUMAT Method, academic writing, school journalism, Filipino, structured approaches, Critical thinking, constructed criticism

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed to further enhance the effectiveness of the DALUMAT Method and extend its use in academic writing instruction: It is recommended that other grade levels and subject areas incorporate the DALUMAT Method to develop and improve students' critical thinking skills and creativity. To ensure the effective implementation of the DALUMAT Method, teachers are advised to participate in professional development programs that are focused on the framework and best practices of the method. These trainings will be beneficial for them to be familiar with the structured phases of the method and address the initial challenges they may encounter in shifting from traditional writing instruction. The DALUMAT Method focuses on constructive feedback and assessment as one of its key strengths. Therefore, the study suggests to regularly integrate this key strength into classroom instructions. Encouraging the students to reflect on their work through the detailed feedback of the teachers can contribute significantly on the improvement of students' writing skills.

More collaborative exercises such as peer reviews and group writing activities are suggested to be integrated into the method. With these activities, the students are given meaningful opportunities to develop a deeper sense community and learn from each other's own perspectives and writing styles. Supplementary learning materials which include worksheets, rubrics, and video materials are encouraged to be developed to facilitate the implementation of the DALUMAT Method. These resources will foster better comprehension of each phase of the method and offer additional support for students and teachers. Further research is recommended to evaluate the effectiveness of the DALUMAT Method on the performance of the students. The conclusions drawn from these studies could be used to examine how the method helps to effectively retain students' skills and how it influences their writing style in future educational settings. While the method is structured, teachers are encouraged to adjust the phases of the method to fit the context of their

classes as long the method's dynamics and responsiveness to students' needs are ensured. It is crucial to consider the students' individual needs as well as the specific demands of various writing tasks in the implementation of the DALUMAT method.

Aligned Phases and Activities under DALUMAT Method for other Subject and Grade Levels

Phase 1: Defining and Asking (Research Topics & Titles)

Activity No. 1: Read, Watch & Decide

The students will give time in reading, watching & making decision for their chosen research topic. They need to formulate (3) research title based on what they read and watch. After which, the students need to create present their (3) topics to the research adviser and they need to decide what topic is the appropriate for the whole group.

The theoretical concept underlying this activity is Constructivist Learning Theory, which emphasizes active engagement in learning.

Students construct understanding through experiences and reflection. By reading, watching, and deciding on a research topic, they integrate new information with existing knowledge and collaborate with peers and the adviser. This process promotes critical thinking, decision-making skills, and ownership of learning.

Phase 2: Leveraging and Understanding (Introduction & Methodology)

Activity No 2: Formula in Writing

The teacher will provide three sessions to teach twelve techniques in writing an academic paper. These techniques are based on the Best Practices of School Journalism but have been contextualized for writing a research introduction and methodology. This activity will follow three steps:

a. Follow the Format
b. Collaborative Writing
c. Group Feedback and Echoing

Phase 3: Minimizing and Analyzing (Results & Discussion and Conclusion)

Activity No 3. STAR Formula

The teacher will provide two sessions to teach students how to organize and analyze their data. Using the STAR Formula (Statement, Target, Action, & Results), students will take the time to formulate their research instruments. After receiving approval from the groups created by the research adviser, students can conduct data gathering followed by data analysis.

There will be four steps in this phase:

a. Formulate your STAR.
b. Data Collection
c. Data Analysis
d. Conclusion

The theoretical concept underlying this activity is Experiential Learning Theory, proposed by David Kolb. This theory emphasizes learning through experience and reflection, where knowledge is created through the transformation of experience.

Phase 4: Tactful (Poster Presentation & Research Defense)

Activity: Pista ng Pananaliksik: Interegration of Dalumat Method

After completing their research papers, the research adviser will select groups to participate in a Poster Presentation and Research Defense. Each group will be tasked with presenting and defending their research, highlighting their writing process and findings.

The theoretical concept applicable to this scenario is Social Learning Theory, which emphasizes learning through observation, imitation, and interaction with others in social contexts. According to this theory, individuals learn and develop by observing others' behaviors and the outcomes of those behaviors.

In the context described: Poster Presentation and Research

Defense: Students participate in a social learning environment where they observe and learn from their peers' presentations and defenses. Highlighting Writing Process and

Findings: Through these activities, students not only showcase their own work but also learn

from others' approaches, strategies, and outcomes in writing and research.

Utilization

DALUMAT Method aims to improve Grade 10 students writing competencies in Filipino by incorporating findings from journalism techniques used in school journalism (The Paladin) Findings show that integrating journalism activities enhances clarity, critical thinking, and motivation in student writing. Recognizing the effectiveness of these techniques, researchers plan to integrate them into student learning. Many students struggle with writing due to limited time for proper writing processes, making it difficult for them to fully develop and express their ideas. To address this, the DALUMAT Method includes journalism modules, innovative worksheets, collaborative sessions, activity-based learning, and peer review/feedback in the learning process. Additionally, the DALUMAT Method promotes professional growth for teachers, who will participate in workshops to effectively incorporate these strategies into their teaching tasks. Assessments will focus on performance-based tasks, and feedback will follow the journalistic editorial process. From an initial 10% of students struggling with writing, almost 40 groups were able to craft a research paper, with 30 successfully defending their studies. Finally, the plan seeks support from school administrators and stakeholders, with long-term sustainability aimed at scaling the approach to other schools and grade levels. This ensures a lasting impact on student writing skills, making it more engaging and aligned with professional standards.

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Impact of Exit Tickets on Student Achievement and Learning Experience in Science

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Abstract

This study conducted at Bacoor National High School - Villa Maria Annex aimed to assess the impact of exit tickets on grade 9 students' academic achievement and learning experience during the third quarter of the school year 2023-2024. Purposive sampling was used to select 59 students in an intact class. A pre-experimental design with one group pretest-posttest was employed, utilizing three research instruments: the Science Achievement Test (SAT), Exit Tickets Questionnaire, and Students' Learning Experiences Survey Questionnaire (SLESQ). The SAT was developed by the researcher, while the SLESQ was adapted. Data from the SAT were analyzed using descriptive statistics (weighted mean, standard deviation) and inferential statistics (paired t-test) to evaluate the significance of pretest-posttest score differences. Statistical analysis was performed using VassarStats online calculator, with a significance level set at 0.05. Results showed a substantial increase in mean scores from pretest (8.14) to posttest (39.14), with a mean difference of 31.00. The paired t-test yielded a t-value of 48.84 and a p-value of 0.000, indicating a significant improvement in academic achievement. The students had a positive learning experience on employing the exit tickets. The overall mean rating of the participants is 3.58 interpreted as strongly agree. This is an indication that the Exit tickets tend to enhance students' achievement in science.

Keywords: Exit Tickets, Students Achievement, Learning Experiences

Conclusions and Recommendations

In light with the foregoing findings. The researcher believed that the use of the exits tickets was effective and contributed learning in science. This finding was similar to the study of Daga, et. al (2019) that exits tickets helped student's motivation in chemistry before and after use of exit tickets. The result of the study also showed that there is a significant difference on the student's achievement in science before and after the use of exit tickets. Based form the students learning survey questionnaire students' responses found out that majority of the students found that the use of exit tickets inspired and encouraged them to stay focused in Science class and easily express their thoughts and ideas in exit tickets.

Based from the findings and conclusions of this study the following recommendations were made by the researcher: First, teachers should promote the utilization of varied formative assessment that will measure students least mastered skills, and provide intervention based on the learning gaps of the students. Second, Since the use of Exit Tickets has shown a significant improvement in students' scores in the Science Achievement Test, it is advisable to continue implementing this strategy in the teaching process. Exit Tickets appear to be an effective tool for reinforcing learning and assessing understanding. Third, encourage teachers to share their experiences and best practices with using Exit Tickets effectively. This could include strategies for designing meaningful Exit Ticket questions, incorporating them into lesson plans, and using the feedback obtained from Exit Tickets to inform future instruction.

Utilization

The study on the Impact of Exit Tickets on Student Achievement and Learning Experience in Bacoor National High School was SUCCESSFULLY UTILIZED in the Science Department where the exit tickets as a formative assessment tool to gauge student understanding and identify areas of misconceptions or difficulty. Encourage students to reflect on their learning through the completion of exit tickets, promoting metacognitive skills and self-awareness which resulted in greater student participation and engagement in science lessons, as they provide opportunities for active involvement and reflection on learning.

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PBLF-SPACE: Exploring the Impact of Problem-Based Learning-Focalized Science Practical Activities and Experiments on Grade Five Learners with Difficulties in Science at Maliksi Elementary School for the SY 2023-2024

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Abstract

The teaching of science has always been one of the greatest challenges in the academic world. As a skill-based subject, Science is perceived as a very difficult subject that requires ability and intelligence. Educators and learners alike fear the subject so much that the same fear inhibits the learning on both ends. According to the results of the 2022 Program for International Student Assessment (PISA), the Philippines ranked third from the bottom in Science out of the 81 participating countries. In Maliksi Elementary School, the MPS for the Grade V level was 46.06 during the First Quarterly Examination of the SY 2023-2024. Out of the 351 pupils, 52 learners were categorized Not Proficient and 145 as Low Proficient in the said assessment. Based on the Item Analysis on the test, most questions the learners failed to answer were focused on the higher order thinking skills and experiential in nature. The study conducted which centered on PBL, utilized purposive sampling technique on the five sections. Eight learners from each section were chosen based on their low academic performance during the first quarter. For this quasi-experimental approach, the participants were given a Pre-Post Assessment design to determine their progress using the PBLF: SPACE teaching technique. The dependent t-test (paired t-test or paired-samples t-test) was also used in the study to determine the significant difference between the pre-test and post-test. The results revealed that there was a significant difference using the strategy which can help in improving the academic performance of the learners.

Keywords: Problem-Based Learning, Low Academic Performance, Non-Linear Learning Activity Flow

Recommendations

The following are the recommendations of the researcher after conducting the research:

1. It is recommended that the strategy tested, with it having significant success during the implementation period be incorporated to the existing teaching methodology in science.
2. The implementation of the strategy be extended to the entirety of the grade level and even other science classes in other grade levels.

Utilizations

This action research was utilized in order to improve the academic performance of the Grade V pupils of Maliksi Elementary School for the SY 2023-2024. All of the sections handled by the researcher were included in the research. A series of activities that focused on Problem-Based Learning was employed. The result showed that the participants had significant increase in their scores in the Pre-Post Test and also in their academic grades.

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The Utilization of Project "Catalyst for change: Enhancing Educational Workflow through Resource Hub Integration

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Abstract

This study aimed to evaluate the effectiveness of the Resource Hub in enhancing educational workflows at Bacoor National High School - Villa Maria Annex for the school year 2023-2024. The study aims to assess the impact of the Resource Hub on teacher productivity, administrative efficiency, and collaborative practices among teachers. Utilizing ISO/IEC 25010 standards, data were gathered from 50 teachers using descriptive statistical methods. Results indicate high levels of satisfaction with the Resource Hub's functionality, usability, reliability, efficiency, maintainability, and portability. Teachers reported significant improvements in accessing lesson plans and templates, reduced time spent on administrative tasks, and enhanced overall efficiency. The overall mean satisfaction score was 4.690 with a standard deviation of 0.837, demonstrating a consistent positive impact. The Resource Hub also encourages collaboration and professional development among teachers. This study demonstrates that integrating a centralized digital platform can effectively streamline educational processes and improve teaching practices, aligning with DepEd guidelines on school improvement. The findings highlight the Resource Hub's potential as a catalyst for change in educational settings.

Keywords: Resource Hub, Educational Workflows, Teacher Productivity, Administrative Efficiency, Collaborative Practices, ISO/IEC 25010 Standards, Usability in Education, Digital Platform in Schools, School Improvement, Teacher Collaboration, Lesson Plans Access, Educational Technology, Teacher Professional Development, Educational Process Streamlining, DepEd Guidelines

Conclusions and Recommendations

The integration of the Resource Hub at Bacoor National High School - Villa Maria Annex has significantly impacted teacher productivity and efficiency. Teachers report high levels of satisfaction with the Resource Hub's functionality, usability, reliability, efficiency, maintainability, and portability. The perceived benefits include easier access to teaching resources, reduced time on administrative tasks, and improved overall efficiency. Challenges are minimal, with occasional technical issues reported. Overall, the Resource Hub has effectively reduced administrative redundancies and improved the efficiency of administrative processes, aligning well with DepEd guidelines on school improvement planning. The high mean scores and relatively low standard deviations indicate a consistent positive impact among teachers, highlighting the Resource Hub's acceptability and effectiveness.

Based on the analysis and interpretation of the collected data, the following recommendations are proposed to enhance the effectiveness and usability of the Resource Hub at Bacoor National High School - Villa Maria Annex:

Integration into the School Website:

If the school budget allows, it is recommended to integrate the Resource Hub into the school's official website. This will provide a more seamless and professional interface, improving accessibility and usability for teachers. A dedicated section on the website can centralize resources, making them easily available without the need to navigate external platforms such as Google Sheets.

Categorized Links for Easy Access:

To enhance the ease of use and efficiency, it is recommended that every link within the Resource Hub be categorized appropriately. Each category should have a dedicated section where related resources and links are grouped together. This organization will enable teachers to quickly locate the resources they need, reducing time spent searching and further improving their productivity and instructional preparation.

By implementing these recommendations, the Resource Hub can be made even more user-friendly and efficient, thereby maximizing its positive impact on the educational workflow at

Bacoor National High School - Villa Maria Annex.

Utilization

The research on the Utilization of Project "Catalyst for change: Enhancing Educational Workflow through Resource Hub Integration" in Bacoor National High School – Villa Maria Annex was SUCCESSFULLY UTILIZED by 50 different teachers across multiple departments as a centralized facility for digital resources required by teachers for their deliverables. This study illustrates how a centralized digital platform can simplify educational processes and elevate teaching practices, aligning with DepEd's guidelines for school improvement. The findings emphasize the Resource Hub's potential to bring about significant changes in the education system.

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Voices of Resistance: Exploring Teachers' Reluctance Toward Conducting Action Research

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Abstract

This action research investigates teachers' interest and the factors contributing to their reluctance in engaging in action research at the City of Bacoor National High School Salinas. Aimed at understanding the barriers and examining their beliefs, the study used a mixed methods approach with surveys and interviews. Findings showed that despite recognizing the value of action research and receiving some support, teachers faced significant barriers such as time constraints, inadequate resources, heavy workloads, and lack of confidence to conduct action research. The study concludes that addressing these barriers through targeted intervention programs like Project REAP could enhance teachers' engagement in action research and ultimately improve teaching practices.

Keywords: Teachers' reluctance, action research, behavioral beliefs, normative beliefs, control beliefs, professional development, school support

Recommendations

Based on the findings of the study, we recommend the establishment of Project REAP (Research Empowerment and Assistance Program) to address teachers' reluctance towards conducting action research and to foster a robust research culture within the school community.

Project REAP Overview: Project REAP, which stands for Research Empowerment and Assistance Program for Salinasian Teachers, is designed to provide comprehensive support to our educators in their research endeavors. The program aims to foster a culture of research within our school community, enabling teachers to contribute meaningfully to the academe.

Intervention Program to Address Teachers' Reluctance: Recognizing the reluctance of teachers towards conducting action research, we have developed a multi-faceted intervention program to alleviate concerns and promote active participation. The intervention program will include the following key components:

STAGE 1: Readiness Assessment and Problem Analysis Phase

Assessment and SWOT Analysis
SWOT Analysis will be conducted to assess the needs, concerns, and strengths of our teachers regarding action research. This will help us identify key areas for intervention and tailor or program accordingly. SWOT Analysis will also enable us to identify pertinent school issues that can be addressed through action research initiatives.

Output: SWOT Analysis Report

STAGE 2: Empowerment and Enrichment Phase

Seminars and Training Workshops
Series of seminars and training workshops will be organized, covering various aspects of action research such as crafting the introduction and rationale, research designs and methodology, data collection, analysis, and interpretation. These seminars will be meticulously designed to meet the standards for CPD units, making each session accredited by NEAP Region 4A Calabarzon and or PRC.
Output: Action Research Proposals

STAGE 3: Action Research Advancement Phase

Regular Technical Assistance
Ongoing technical assistance will be provided to teachers on an individual basis, addressing specific challenges and questions they may encounter during their research projects. Action research proposals will be evaluated through the school's Research Appraisal Tool.

School-Based Research Colloquium
A school-based research colloquium will be organized, inviting external panelists to evaluate and provide valuable feedback on teachers' research projects. Completed action research proposals will be referred to participate in the annual Bacoor Research Engagement and Enhancement Docket Colloquium and other research conferences.

Output: Polished Action Research Proposals/Completed Action Research

STAGE 4: Program Implementation and Progression Phase

Research Utilization
Completed action research will be subjected for implementation. Continuous assessment and evaluation of research outputs will be conducted to ensure that findings are effectively utilized to inform teaching practices, curriculum development, and school policies.

Output: Implemented Program/Intervention

After a series of seminarsand training workshops, teacher- researchers are expected to produce action research proposals.

In addition to the proposed activities, the following measures are suggested to ensure the success of the program:

Recognition and Incentives:
Teachers who successfully complete their action research projects will be recognized and rewarded, fostering a sense of accomplishment and motivation within the school community.

Resource Allocation:
Adequate resources, including funding, research materials, and access to relevant databases, will be allocated to support the research activities of our teachers.

Feedback and Evaluation:
Continuous feedback and evaluation mechanisms will be implemented to assess the effectiveness of the program and make necessary adjustments to better meet the needs of our teachers.

By addressing the barriers identified in the study and providing targeted support through Project REAP, we aim to enhance teachers' engagement in action research, ultimately improving educational practices and outcomes within our school.

Utilization

Project REAP, which commenced last school year 2023-2024, has provided essential baseline information about the level of interest among teachers and the reasons behind their reluctance to engage in action research. This study has been instrumental in crafting a targeted research development program tailored to our specific needs. Historically, CBNHS Salinas had not produced any action research for a very long time, but Project REAP marks a significant turning point. Through this initiative, we have conducted a series of seminars and workshops and offered individualized technical assistance to teacher-researchers. From having no research proposals, we have now successfully submitted ten (10) proposals. Six (6) of these have received endorsement from the Division Office, and three (3) have been completed. Although these numbers may seem modest, they represent a major achievement for our school. Moving forward, we are committed to continuing and improving Project REAP to empower our teachers and to foster a productive research culture at the City of Bacoor National High School Salinas.

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ZipGrade: A Productivity Tool for Science Teachers at City of Bacoor National High School – Springville

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Abstract

This study determined the effects of utilizing ZipGrade on the productivity of Science teachers at City of Bacoor National High School-Springville. This also determined the effects of the use of Zipgrade on teachers in different aspects such as time spent in checking test papers, effort in checking test papers, time spent in conducting an item analysis, and effort in conducting an item analysis. The convenience of use of ZipGrade was also determined together with its effect on Science teachers productivity. This study utilized a survey questionnaire as its instrument. In analyzing the data gathered, the researcher used frequency count, mean, percentage and Fleiss Kappa as its statistics. The gathered data showed that the use of ZipGrade in checking test papers and in conducting item analysis significantly reduced the time and effort spent by Science teachers in checking the test papers and in conducting an item analysis. These teachers also strongly agreed that ZipGrade mobile app is convenient and easy to use. Moreover, the Science teachers strongly agreed that the use of ZipGrade enhanced their productivity in checking test papers by automating the grading process, and item analysis. They also agreed that the decrease in the time and effort spent in checking and conducting an item analysis enabled them to focus more on teaching, lesson planning, and student engagement. In addition, the Fleiss Kappa value for the responses is 0.617 which implies that there is a substantial agreement among the responses of the Science teachers in the survey questionnaire.

Keywords: ZipGrade, checking, item analysis, productivity

Recommendations

This study determined the effects of utilizing ZipGrade on the productivity of Science teachers at City of Bacoor National High School-Springville. The effects of utilizing ZipGrade can be studied within a broader framework and with a larger number of respondents as only nine Science teachers comprises the sample group. Finally, the population of the study was only the Science teachers at City of Bacoor National High School-Springville which can be increased by including all of the teachers in the said school or other public schools.

Utilization

As the Science teachers utilized ZipGrade, other teachers were also oriented on the use of the application. From school year 2023-2024, all teachers at City of Bacoor National High School – Springville utilized ZipGrade in grading summative and quarterly examinations.

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Impact of Exit Tickets on Student Achievement and Learning Experience in Science

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Introduction

As educators, we use a variety of assessment tools to determine students' learning. Typically, we pose questions during class to gather feedback from our students. It is challenging for us educators to ascertain whether students have learned the lesson, understand a little, or did not understand at all. It is also challenging to motivate and keep our students actively engaged and participating during class discussions and activities. Students' lack of appreciation for the importance of chemistry, low interest in the subject, and being passive learners hinder their academic progress in chemistry. This is evident from the Second Quarter Learning Outcomes Assessment of School Year 2022 -2023. The grade 9 students yielded a mean percentage score of 47.33%, which is far below the standard MPS of 75%. The result calls for a strategy that will help improve students' scores on the said examination. One way is to provide appropriate intervention and learning resources to the learners. Teachers must adapt innovative teaching strategies to improve the teaching and learning process. One intervention that the researcher must use is the use of exit tickets. The researchers believe that the use of exit tickets will hold the potential to transform the learning experience by providing educators with real- time insights into student comprehension. Recognizing the challenges faced in chemistry education, including common misconceptions and the need for effective assessment strategies, this research aims to explore the effects of exit tickets on both student learning and motivation. The primary objective is to investigate how the strategic integration of exit tickets into chemistry lessons influences student learning outcomes and motivation levels. By examining the correlation between the implementation of exit tickets and improvements in understanding complex chemical concepts, the study seeks to contribute valuable insights to the realm of pedagogical practices. Guided by established learning theories such as behaviorism, cognitivism, and constructivism, the study aims to uncover the underlying mechanisms through which exit tickets impact the learning process. Additionally, the research explores the connection between assessment strategies and student motivation, drawing on theoretical frameworks like Self-Determination Theory to elucidate the motivational aspects of the study. The result of the study is essential to the science teachers; this research will provide information of science teachers a strategy that promote teaming and motivation to students. For school administrators, they might be given insights on providing teachers training and workshops that will help in monitoring learning progress of the students. For future researchers, this study can be used a reference for new research.

Results and Discussions

The mean score in the posttest is 39.14 and the mean score in the pretest is 8.14. based on the mean score, it can be noted that there is a significant increase in the mean scores from the pretest to posttest (mean difference =31.00). The t- test for paired samples resulted to a t-value of 48.84 and p-value of 0.000. This indicates that the difference between the posttest and pretest mean is significant.

The highest score in the pretest is 17 and the lowest score is 3 while in the post test, the highest and lowest scores are 44 and 34, respectively. The standard deviation of 3.09 in the pretest and 2.86 in the posttest indicate that the scores of the students in the pretest are more scattered around its respective mean compared to their scores in the posttest. The mean in the pretest is 8.14 and 39.14 in the posttest. This indicates that the students had better scores in the Science Achievement Test after employing the Exit Tickets.

Based on the result, statement 9 (The exit tickets inspired and encouraged me to learn more in Science) got the highest mean score of 3.75 interpreted as strongly agree followed by number 3 (I could easily express my ideas in exit

tickets) with a mean rating of 3.68. The first statement, The exit ticket helped me to understand the concept and principles in science obtained with a mean rating of 3.59 interpreted as strongly agree. Statements number 2, 10, and 6 were also rated as "Strongly Agree" with a mean score of 3.64,3.64, and 3.59, respectively.

However, statement number 4 obtained the lowest mean score of 3.59 interpreted as agree. The participants strongly agreed that the Exit tickets activities guided me to formulate ideas on my own (mean=3.50). A mean rating of 3.48 interpreted as strongly agree is on the statement number 5(The time allotment is adequate for each exit ticket) Statement number 7, (I enjoyed doing exit tickets in our everyday class), had an interpretation of strongly agree with a mean rating of 3.55.
The overall mean rating of the participants is 3.58 interpreted as strongly agree. This is an indication that the Exit tickets tend to enhance students' achievement in Science. The students had positive learning experience on employing the tickets.

Conclusions and Recommendations

In light with the foregoing findings. The researcher believed that the use of the exits tickets was effective and contributed learning in science. This finding was similar to the study of Daga, et. al (2019) that exits tickets helped student's motivation in chemistry before and after use of exit tickets. The result of the study also showed that there is a significant difference on the student's achievement in science before and after the use of exit tickets. Based form the students learning survey questionnaire students' responses found out that majority of the students found that the use of exit tickets inspired and encouraged them to stay focused in Science class and easily express their thoughts and ideas in exit tickets.

Based from the findings and conclusions of this study the following recommendations were made by the researcher: First, teachers should promote the utilization of varied formative assessment that will measure students least mastered skills, and provide intervention based on the learning gaps of the students. Second, Since the use of Exit Tickets has shown a significant improvement in students' scores in the Science Achievement Test, it is advisable to continue implementing this strategy in the teaching process. Exit Tickets appear to be an effective tool for reinforcing learning and assessing understanding. Third, encourage teachers to share their experiences and best practices with using Exit Tickets effectively. This could include strategies for designing meaningful Exit Ticket questions, incorporating them into lesson plans, and using the feedback obtained from Exit Tickets to inform future instruction.

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Group Quiz Game: A Strategy Enhancing the Academic Performance of Grade V- Laurel in Science at Habay Elementary School for SY: 2023-2024

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Abstract

The philstar GLOBAL headlines last December 6, 2023, which stated "Philippines still lags behind world in math, reading and science — PISA 2022" is very alarming. Despite the numerous strategies and extensive efforts of teachers in the classroom, Filipino children is still among the lowest in the world as a result of the recent findings from the Program for International Student Assessment (PISA). Since there are many factors that influence education, highlighting the possibility that an ineffective instructional strategy is one of the reasons. Students at Habay Elementary School are also having trouble mastering science, as evidenced by their MPS score overall, 74.77 and interpreted as least mastered. This gave the researcher more motivation to think about possible solutions for the problem like strategy in teaching. The study was conducted to know if Group Quiz Game strategy can enhance the academic performance of the pupils in science particularly in section V- Laurel. The researcher used random sampling technique to determine the section participant of the study. The participants were the 43 pupils of Grade V- Laurel. The pretest-posttest design was used in this quasi-experimental research wherein it follows this process: administer pretest-administer treatment- administer post-test. This design is an experiment in which measurements are taken on individuals both before and after they're involved in some treatment. This feature denotes that all participants are part of a single condition—meaning all participants are given the same treatments and assessments. The dependent t-test ((also called the paired t-test or paired-samples t-test) was also used in the study to determine the significant difference between the pre-test and post-test. Since the research study was conducted in the school, rules of confidentiality were strictly followed. The result revealed that the use of Group Quiz Game strategy in teaching led to a significant difference which implied that the use of this strategy can enhance the academic performance of the pupils.

Keywords: Quiz game, Strategy, Academic Performance

Recommendations

The following are the recommendations of the researcher after conducting the research: Given that the strategy used in this study enhanced Grade V- Laurel's academic performance in science, it is advised that teachers incorporate this group quiz game into their lessons to provide engaging and relevant learning experiences.

Since the study was limited to grade V – Laurel at Habay Elementary School only and it gives a beneficial effect on the academic performance of the pupils, it is recommended that the same study be done on a larger scale of learners.

Utilizations

This action research project was employed as Science intervention suitable for Habay Elementary School's Grade V-Laurel students in the academic year 2023–2024. Based on the results of their MPS in Science during the First Grading Period, this section performed poorly academically in Science. To solve the problem, the researcher utilized a group quiz game strategy as an intervention. The results showed that students who took part in the group quiz game following the conclusion of the intervention performed higher on the post-test. This indicates that the group quiz game method used as an intervention greatly improved the academic performance of the grade V–Laurel students.

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The Effectiveness on the Use of Project BOGART (Board Games As Remedial Teaching) on Catch-up Fridays for the Grade 6 Remedial Learners

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Abstract

According to PISA (Programme for International Student Assessment, 2022) rankings, Filipino students lagged behind other countries in Reading, Mathematics and Science. According to the Organization for Economic Cooperation and Development's (OECD) assessment of students worldwide, the Philippines came in at position 77 out of 81 nations. In light with this, DepEd (Department of Education) is implementing a Catch-Up Fridays beginning January 12, 2024. A learning program called "Catch-Up Fridays" aims to improve the fundamental, social, and other pertinent abilities required to carry out the goals of the basic education curriculum. This study aims to determine the effect of Project BOGART as remedial teaching for Grade 6 remedial learners section Rizal in the Catch-Up Fridays this School Year 2023-2024 at Poblacion Elementary School. Specifically, it answered the following questions: (1) What is the reading level of the learners before and after using Project BOGART? (2) What is the level of effectiveness of the implementation of project BOGART to Catch-Up Fridays for the Grade 6 learners? (3) Is there a significant difference between the reading levels of the learners before and after using Project BOGART? This research study used a quasi-experimental research design. According to Creswell (2012), the group is exposed to an experimental treatment and an analysis between before and after measurements is taken afterwards. One main instrument that was used is the Phil-Iri or Philippine Informal Reading Inventory. It measured the pre-test and post-test results. On the other hand, the questionnaire was used as instrument in this study and the level of effectiveness of implementation. It was evaluated by the principal and the master teacher of the school for validity and reliability. The researcher administered the questionnaire to the 16 respondents after the school year and explained what the purpose of the study is, that it is purely research, and that their names will be kept confidential. A letter was submitted to the Division Office explicating the intent of writing the research as approved by the School Principal of Poblacion Elementary School. The confidentiality of information was valued in the conduct of this study. All the protocols were strictly followed to implement the research smoothly. Parents' consent was collected, and they were informed about the objectives of the study.

Findings, Results and Discussions

Every data was thoroughly examined, with references to pertinent literature and earlier research used to support the study's conclusions. After that, these were carefully arranged, examined, and interpreted utilizing the appropriate statistical techniques.

For Problem No. 1. What is the reading level of the learners before and after using Project BOGART?

Table 1

Table 1
Reading Level of the learners before and after using Project BOGART

Respondents	Phil-Iri (Pre-test)	Phil-Iri (Post-test)
Learner 1	Frustration	Instructional
Learner 2	Non-Reader	Frustration
Learner 3	Frustration	Independent
Learner 4	Frustration	Independent
Learner 5	Frustration	Instructional
Learner 6	Non-Reader	Frustration
Learner 7	Non-Reader	Frustration
Learner 8	Frustration	Instructional
Learner 9	Frustration	Instructional
Learner 10	Frustration	Instructional
Learner 11	Frustration	Independent
Learner 12	Non-Reader	Frustration
Learner 13	Frustration	Instructional
Learner 14	Non-Reader	Frustration
Learner 15	Frustration	Independent
Learner 16	Frustration	Instructional

For problem 2. What is the level of effectiveness of the implementation of project BOGART to Catch-Up Fridays for the Grade 6 learners?

Table 2
Level of effectiveness of Project BOGART

Statements	Point Scale				Weighted mean	Description
	4	3	2	1		
1. The use of Board game during Catch-up Friday made the learning more exciting and enjoyable.	14	2			3.88	Strongly Agree
2. I learned to read words better when I played the board game.	10	6			3.63	Strongly Agree
3. The use of board game creates teaching strategy that allowed me to practice my knowledge and skills in reading in a simplest form.	9	7			3.56	Strongly Agree
4. Playing a board game helped me gain maximum participation during Catch-up Friday.	8	7	1		3.44	Strongly Agree
5. Board games helped me gained satisfaction in learning during Catch-Up Friday.	8	10			3.88	Strongly Agree
6. The use of board game improved my reading skills.	7	11			3.81	Strongly Agree
7. Playing board game gave me self-confidence in reading during Catch-Up Friday.	3	13			3.19	Agree
8. Playing board game as a tool for learning improved my reading habits specifically during Catch-Up Friday.	3	12	1		3.13	Agree
9. The use of board game stimulated my desire and interest to learn more during Catch-Up Friday.	2	14			3.13	Agree
10. With the aid of the board game, I gained self-worth during reading time.	5	9	2		3.19	Agree
TOTAL					3.48	Strongly Agree

They strongly agreed that the use of the board game made the learning of during Catch-Up Fridays more exciting and enjoyable, with a weighted mean of 3.88, that the students learned about reading and different values program better when they played the board game, with a weighted mean of 3.63; and that it the creates teaching strategy that allowed me to practice my knowledge and skills in reading in a simplest form, with a weighted mean of 3.56.

Recommendations

Considering the aforementioned findings and conclusions, it is advised that school administrators must implement a variety and innovative of teaching strategies that support students' individual potential even in the new program, the Catch-Up Friday. They really ought to enough funding or other forms of financial support for educators who want to create unique educational resources like board games.

Finally, for the benefit of the other Researchers, a comparable study utilizing board games on the other subject areas ought to be carried out. They might also discover the results of playing board games to enhance pupils' reading proficiency when other skills where met.

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Organizational Commitment and teaching Effectiveness: Basis for a Proposed Faculty Development Training Program

LUDIVINA M. MARCO, MAEd
Teacher III

Abstract

This study aims to find out the organizational commitment and teaching effectiveness of the Language teachers of Molino Elementary School during the school year 2015 – 2016 and find out their correlation. The results of the study are used to draft a faculty development plan for further enhancement of their organizational commitment and teaching effectiveness. This research utilized the descriptive-correlation method. Universal sampling technique is employed to determine the forty-three (43) Language teachers of the research locale who are made as respondents. They were given survey questionnaires to determine their perceptions on the level of organizational commitment in terms of affective, continuance and normative commitment. A documentary analysis of the Language teachers' latest performance ratings in the Competency-Based Performance Appraisal System for Teachers (CBPAST) is done as part of the data collection to represent their teaching effectiveness. The level of organizational commitment of the teachers was found to be "moderate". The level of teaching effectiveness of the Language teachers in Molino Elementary School was "Proficient/Very Satisfactory". The result of the analysis revealed that a significant relationship existed between the Language teachers' overall level of organizational commitment and their teaching effectiveness. A proposed faculty development training program was designed toward the enhancement of the organizational commitment and teaching effectiveness of the Language teachers in Molino Elementary School. The result of this study helped administrators take steps towards developing organizational commitment and teaching effectiveness among their teachers, thus gain more success in attaining its goals and objectives. Teachers was motivated to do better in order to accomplish the tasks given to them. It also help parents know who can provide their children the best education. Lastly, this benefited the whole community that has a quality school in the area with quality teachers that could provide their young ones with quality education.

Blended Learning Station-Rotation Model: Effects on Grade 10 Students' Performance in and Attitude Toward Mathematics

MARIANNE C. MONDRAGON

Abstract

This experimental study was conducted to determine the effects of Blended Learning Station-Rotation Model on Grade 10 students' performance in and attitude toward Mathematics. A quasi-experimental design was utilized to two intact classes consisting of 60 students of City of Bacoor National High School – Green Valley. Two groups of students were exposed to different strategies: the control group was taught using the traditional approach while the experimental group was taught using the integration of Station- Rotation Model. A 40-item multiple choice type DepEd validated test and a modified Fennema-Sherman Mathematics Attitude Scale were used in gathering data. The respondents of both groups were given pretest and posttest to measure their performance in and attitude toward mathematics. The t-test for dependent and independent samples were used to determine whether there exists significant difference between the respective mean gain scores of the two groups. Findings showed that there is a significant difference in the respective pretest and posttest mean performance of each group although only the experimental group showed significant difference in their attitude. Moreover, there exists a significant difference in the mean gain scores of the two groups as well as their attitude toward mathematics in favor of the experimental group.

Keywords: Blended Learning, Station-Rotation Blended Learning, Academic performance, Attitude toward Math

Instructional Supervisory Practices of the Public Elementary School Principals in the City Schools Division of Bacoor: Basis for School Quality Assurance Mechanism

MARILYN R. BAROJA

Abstract

This research purported determining the instructional supervisory practices of the public elementary school principals in the City Schools Division of Bacoor as basis in the formulation of the proposed school quality assurance mechanism. The study utilized descriptive-evaluative design. A total of 270 teachers and eleven (11) principals served as the respondents who were selected using stratified random sampling and total enumeration, respectively. The data were gathered using NCBSSH-based questionnaire and sets of focus group discussion (FGD). It assessed the perceptions of the teachers and principals on the extent of the principals' off-class (curriculum; human relations; and administration, focused on learning environment) and in-class (instruction; and evaluation) supervision. The responses to the questionnaire were analyzed using both descriptive statistics (frequency count, percentage, weighted arithmetic mean and mean) and inferential statistics (t-test for Independent Samples) and were validated with the pieces of information gathered from the sets of FGD. The findings of the study revealed that the teachers and the principals have the same perceptions regarding the principals' extent of off-class supervision. Despite the relatively weaker supervisory practices from the principals' perceptions, both groups perceived that the principals exert effective supervision of curriculum, HR, and administration (focused on learning environment). They also have the same perceptions as regards the principals in-class supervision. The principals' execution of instructional supervisory practices in instruction and supervision are optimum and influential to the teachers' instructional practice. This study determined the extent of the principals' instructional supervisory practices in big public elementary schools in the City Schools Division of Bacoor. The proposed internal quality assurance mechanism for schools includes determining the school's extent of current practice and inspiring it to conduct the listed QA activities to improve the identified weak supervisory practices. The study was holistic in nature as its output proposed school quality assurance framework which aimed improving the identified weak instructional supervisory practices.

Keywords instructional supervision, off-class supervision, in-class supervision, quality assurance

Student-Generated Virtual Laboratory: Effects on Critical Thinking Skills of Students in Chemistry

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Abstract

The use of virtual laboratory plays a vital role in teaching chemistry concepts. But the utilization of virtual lab has generally been neglected in classroom instruction for a variety of reasons. In order to address this gap, this study examined the effect of a student-generated virtual laboratory (S-GVL) on critical thinking skills among chemistry students from two intact classes in senior high school. Experimental class was exposed to S-GVL approach while the control class was in conventional approach in which the use real lab was utilized. California Critical Thinking Skills Test (CCTST) was used in this study to determine the level of analysis, inference, evaluation, inductive and deductive reasoning of the students. A paired samples t-test was used to determine whether there was a significant relationship between the pretest and posttest CCTST scores of the control and experimental classes. Experimental class obtained higher mean score than the control class both in pretest and posttest. Moreover, there was a significant difference between both classes exposed in different teaching approaches in favor of the experimental class. It was concluded that the S-GVL is more effective than real lab in terms of developing the critical thinking skills of students in chemistry.

Keywords: student-generated virtual laboratory, critical thinking skills test

Teaching Efficiency and Organizational Commitment of Music teachers: basis for Training Program

RAQUEL I. BLONES

Introduction

Schools are complex systems of people, curriculum, assessment, reporting conflicting values and even clashes of cultures. To be effective they need to be well managed, but to excel they need to be led. Leadership in schools means seizing opportunities, confronting problems and always seeking to improve. Visions enable the school to fly. Think strategically; encourage everyone to have visions to the institution. One should take the risks and challenges. Leadership involves risk-taking efforts. Principals need passion for their schools and for their jobs. These involves their encouragement to teachers to perform well and excel in their day-to-day activities in having great reward of high sense of teaching efficacy and loyalty to the organization or department with a deep sense of commitment especially Music Teachers.

Methods

Descriptive method of research was used to determine the significant relationship of behaviors of principals on the factors of teaching efficacy and organizational commitment of music teachers in the City Schools Division of Bacoor. It was administered to 28 schools in and with 1231 total teachers and 170 Music Teachers, those 170 Music Teachers were given survey questionnaires.

Results

The result of the survey that discusses the extent of relationship between teaching efficacy and organizational commitment of the music teachers, the result shows a Pearson's value of 0.5594 indicating a 59.94% of relation between teaching efficacy and organizational commitment resulting to a moderate correlation between the two variables from the data gathered from the 170 respondents. Furthermore, it also shows a significant at .01 with a critical value of .2540, resulting for a reject in the proposed hypothesis. These results suggest that there is a significant relationship between the teaching efficacy and organizational commitment of music teachers, but it does not suggest that teaching efficacy significantly influence the organizational commitment of the teacher themselves.

Discussions

Music Teachers should employ varied teaching methodologies and strategies to enrich pupils' musical skills, ideas, concepts and experiences that promote self –efficacy among teachers and at the same time with self-discipline, creativity, aesthetic, sensitivity and fulfillment. The school principal also should be supportive enough to be consistent in appreciating their teachers teaching efficacy. Help them to cope with difficulties in teaching and in managing their classes. Be a positive encourager to teachers with low self-efficacy and to give free and enjoyable Training Program for all Music Teachers.

Extent of Teacher-Parent Collaboration to School Programs in Selected Elementary Schools: An Intervention Scheme

ARVIE JOY SABRIDO

Abstract

This study aimed to assess the extent of teacher-parent collaboration to school programs of ten school heads, two hundred sixteen teachers and one hundred parents in the selected public elementary schools in City Schools Division of Bacoor as basis for the development of an intervention scheme. The study was conducted during the School Year 2017-2018. This study used the quantitative approach using descriptive survey design. The Context, Input, Process and Product model was utilized as the conceptual framework of the study. The data were analyzed statistically treated using the weighted mean, standard deviation and analysis of variance (F-Test). Findings revealed that there is significant difference between the assessment of the School Heads, Teachers and Parents on the Extent of Teacher-Parent Collaboration to school programs such as Brigada Eskwela, Parent-Teacher Conferences, Homeroom PTA Meeting, Family Day and General Assembly and on challenges encountered. Furthermore, it is concluded from the results that, there are indications that there is a need to enhance/improve Teacher-Parent Collaboration to School Programs among public elementary schools of the City Schools Division of Bacoor. The assessment of the school heads, teachers and parents on the Teacher-Parent Collaboration to School Programs and Challenges Encountered are coherent and the same. On account of the interesting findings generated by the study, it is recommended that the conduct of activities like home visitation, telephone forum, educational seminar- workshop for parents, parent-teacher research collaboration, volunteer program, team building and other activities will strengthen the teacher-parent collaboration.

TrabAral:" An Exploratory Study on the Lived Experiences of Working Senior High School Students in the Division of Bacoor City

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Abstract

The study was conducted to explore and narrate the lived experiences of the working senior high school students in the division of Bacoor City. The study made use of the qualitative-phenomenological design which involved a phenomenological study of the lived experiences of ten (10) working senior high school students in the division of Bacoor City. After translating and transcribing the interview, five (5) themes were revealed. The themes are as follows; Theme 1 - Resilience towards tiredness, starvation, and sleepiness, Theme 2 - Valuing education, Theme 3 - Enduring the hardships, Theme 4 - Manifestation of determination and Theme 5 - Desire for better living. The study was limited to the lived experiences of ten (10) working senior high school students in the division of Bacoor City. This study used the qualitative-phenomenological approach to describe a "lived experience" of a phenomenon. As this is a qualitative analysis of narrative data, methods to analyze its data must be quite different from more traditional or quantitative methods of research.

Keywords: "TrabAral," Resilience, Education, Endurance, Determination, Desire

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Environmentally Eco-Friendly Schools in the District of Bacoor II: Inputs in the Recycling Program

RAQUEL F. PANTONI
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Abstract

This study basically focused on finding how the public elementary schools of Bacoor II District were implementing the environmentally eco-friendly school program. The research study utilized the descriptive survey method. The universal sampling technique was employed in selecting ten (10) administrator-respondents who were principals of the ten (10) public elementary schools of Bacoor II District while stratified random sampling was used in choosing the fifty (50) teacher-respondents and fifty (50) parent-respondents. All groups of respondents were given survey questionnaires formulated by the researcher which asked their assessments on the implementation of environmentally eco-friendly school program. The respondents were matured enough to assess how the environmentally eco-friendly school program would benefit all. Thus, school heads with the participation of the teachers and PTA officers had been able to continue working together to build a sustainable environment which everyone was responsible for. Moreover, they were able to receive help and support the school projects specifically the recycling program that would make school environmentally eco-friendly. The school heads had focused their effectiveness as school managers on implementing what had been planned. Hence, the results of this study were made as the bases in the crafting of an enhanced implementation of the recycling program.

Teachers' Instructional Attitude, and Behavioral Actions in Relation to Student's Engagement and Academic Achievement in Science: Basis for Professional Development Plan

MARIBEL G. ADVINCULA

Abstract

The primary aim of this study is to determine the Teacher's Attitude and Behavioral Actions in relation to Grade Six Student's Engagement and their Academic Achievement in Science. Moreover, the study also sought to find out whether there is significant statistical correlation between the variables. The study uses a descriptive correlational research design and takes into consideration 13 schools from Bacoor Cavite, 445 incoming Grade 6 pupils and 88 Science teachers. Simple random sampling was the sampling method used. A large number of correlations between teachers' instructional attitudes and students' engagement in Science classes are not significant (70% or 28 out of 40 correlations computed). Generally, the correlations between/ among variables are only few. The researcher found out that some of the variables are not at all interrelated with one another. This study investigated on the attitudes and actions of the teachers while teaching Elementary Science. Furthermore, it sought to answers question of relationship between these teachers' aspects and student engagement as well as the influence of engagement in fostering academic success. The study was concerned with the relationships indicated by the following questions: (1) Teachers' attitudes and student engagement; (2) Students' behavioral actions and their engagement; (3) Student engagement and students' scores in Science assessment tests.

Keywords: Engagement, Instructional Attitude, Behavioral Action, academic achievement

Impact of a Complete Family in Relation to Academic Performance and Behavior of Students in Grade Six of Mambog Elementary School

GLORIA P. ANGUB
Mambog Elementary School

Abstract

The researcher wants to know the root cause of having a broken family, because some marriages result to separation and the child has greatly affected and that lower their self-esteem. Why the child becomes upset in the school and has lower performance level in cognitive aspects emotionally, and socially. How they can bear the pain that manifests in their words and actions and deep inside looking for a whole complete family to grow up. Descriptive research design was employed. Data were taken from the pupil's questionnaire associated to the data of PSA or NSO. Grade Six pupils in Mambog Elementary were interviewed and the record of Guidance Counselor were used based on their monthly absenteeism for the SY 2019-2020 of the first and second quarter. The following are the important findings revealed in this study: Separation increase the risk for mental health problem in children, depression and anxiety rates are higher in children from separated parents; A child often cannot fully understand why their lives are changing. This emotional distress can lead to mood swings, irritability, and lower Academic Performance; They exhibit increase behavioral problems it places the child's Social Competence at risk likely to drop out in school rather than the children in intact families. The child separated from parents can induce anguish, despair, blame and depression. Emotionally this child become lonely and wants to be alone or rather tends to seek peer group that may satisfy his longing, in absence of his parents. Negative social outcome most likely has a significant difference in his social life. With all powerful negative emotions, a child can be far of looking forward for a bright future even prepare for life skills. All children lose out when parents separate. They lose access to both of their parents when they need them, and this loss impacts profoundly on their development psychologically and socially. Parental separation has an impact to a child's Academic Performance associated with reduced Cognitive development and Education Performance. A child is at risk of achieving lower cognitive test scores and their level of maturity is proportional to the mean of their scores at school. The child with separated parents loses access he needs them, and this loss profoundly affects to their Academic Development. The value of the research took an empathy for a child who bears the pain in the separation of a mother and father. This present generation shows the separation of families are very rampant and the child receives the pain of becoming a broken family. This results to lower academic performance and misbehavior.

Keywords: broken family, complete family, behavioral outcome, separated parents.

Implementation of YES-O on Environmental Awareness and Stakeholders Involvement in Public Secondary School in the City Schools Division of Bacoor: An Assessment

WELMINA D. AKOL
Position, Bacoor National High School –Main

Abstract

The study determined the extent of the school heads and YES-O advisers on the implementation of YES-O programs on environmental awareness and stakeholders' involvement in all public secondary schools in the Division of Bacoor City during the school year 2017-2018. The study was guided with Segui's IEES theory (Inform, Educate, Engage and Save). Descriptive method of research was employed in this study. Using the universal purposive sampling technique, all ten (10) school heads and ten (10) YES-O advisers were made as respondents. Several statistical treatments were utilized such as weighted mean, arithmetic mean, ranking, standard deviation, frequency and percentage and the independent t-test Findings: The study revealed that there is no significant difference on the assessment of school heads and YES-O advisers on various mandated programs and activities of YES-O. The implementation of the YES-O programs made the students manifest their knowledge, skills, attitude and concern for the environment and community. Moreover, it has increased the environmental awareness of the students and the community stakeholders. The study is limited to the extent of the school heads and YES-O advisers on the implementation of YES-O programs on environmental awareness and stakeholders' involvement in all public secondary schools in the Division of Bacoor City during the school year 2017-2018. The results of this study shall guide the entire City Schools Division of Bacoor about the mandated programs/activities of YES-O that will enhance awareness on environment.

Keywords: Environmental awareness, stakeholders' involvement, assessment

Project 555: A Model for Curricular Reinforcement in Basic Education

ANALYN G. BATO
Position, Likha Molino IV Elementary School

This study mainly focused on finding out the effectiveness of Project 555, a model for curricular reinforcement in basic education on the academic performance of the pupils in the public elementary schools.

Project 555 is a compilation of test items designed to help learners enhance the academic performance in 5 learning areas (ENSCIMAFILAP) for 5 days and to sustain the high performing achievement in the National Achievement Test of Likha Molino IV Elementary School.

It is a strategy to amplify the learners' academic performance. The first "5" connotes 5 item tests. Learners answer 5 item tests from easy to difficult one. It is given 5 minutes after the regular teaching hour. The second "5" indicates that there will be 5 item tests for 5 days for mastery and proficiency of the topics. The third "5" means 5 learning areas: English; Science; Mathematics; Filipino; and Araling Panlipunan (ENSCIMAFILAP).

After 5 weeks, pupils will be given a 5-item test assessment based on the scores gathered (least mastered skills) as shown in a progress chart. The assessment will serve as a guide to move on to the next level of intervention. On the 5th month of the project 555, a 40 – item tests per learning area will be given as an offshoot of the 500 items. It is a National Achievement Test-based set of test questions.

Design/Methodology

The study utilized the grounded theory of research. Grounded Theory is an inductive methodology. Grounded Theory can be used with either qualitative or quantitative data. The study utilized purposive sampling scheme. The intensity sampling scheme was used in determining Grade 6 teachers in Malipay Elementary School and Likha Elementary School. Stratified random sampling was used to determine the Grade 6 respondents from Malipay Elementary School and Likha Elementary School.

The population was comprised of ten (10) Grade 6 public elementary school teachers from Malipay Elementary School and Likha Elementary School handling English, Science, Filipino, Mathematics and Araling Panlipunan subjects and Grade 6 pupils of Malipay and Likha Molino IV Elementary Schools in the Division of Bacoor, City of Bacoor for the school year 2017 – 2018.

In determining the research respondents, the study utilized purposive sampling scheme. According to Denzin (2012), purposive sampling scheme is choosing settings, groups or individual because their experiences relative to the phenomena of interest are viewed as intense but not extreme. In relation to the study, intensity sampling scheme was used in determining Grade 6 teachers in Malipay Elementary School and Likha Elementary School. In addition, all the Grade 6 teachers were chosen as respondents.

On the other hand, stratified random sampling was used to determine the Grade 6 respondents from Malipay Elementary School and Likha Elementary School. Stratified random sampling according to Hall (2018), divides the population into smaller groups, or strata, based on shared characteristics. A random sample is taken from each stratum in direct proportion to the size of the stratum compared to the population. The sample subsets are then combined to create a random sample.

A survey questionnaire formulated by the researcher was used in the context of the study to determine the extent of the Project 555 implementation. The assessment covers two parts. Part I is the profile of the respondents where name, subject taught, and school was indicated. Part II was divided into 5 areas namely: pre-planning, planning, implementation, monitoring and evaluation, and technical assistance. High implementation of the Project

555 in all areas may be caused by constant monitoring of the school administrators and providing enough support for the program.

Findings

Therefore, the academic performances of the pupils' from Likha Molino IV Elementary School and Malipay Elementary School were increasing from first to third grading period in five (5) learning areas. The obtained overall mean of 4.85 with a standard deviation of 0.14 indicated that all the respondents agreed that all the areas of implementation were highly implemented. The standard deviation of 0.14 showed that the responses were almost common to the general response

In general, the Project 555, if sustained will really help in improving the academic performance of the pupils. Hence, the results of this study were made as the basis in crafting an implementation plan towards a more successful Project 555, as a model for curricular reinforcement in basic education.

Implications

Implementation of the Project 555 is encouraged to be sustained in both schools (Likha Molino IV Elementary School and Malipay Elementary School) by the teachers and school administrators because it helped increase the academic performance of the schools. Strategies and best practices in implementing the program can be shared to other school to improve not only the academic performance of the pupils but also the national examination to be taken in the future. Since Project 555 is in its first full implementation, teachers may continuously equip themselves and sustain their vigor in implementing the Project 555.

Originality

Project 555 is an original and collaborative intervention of Likha Molino IV Elementary School teachers.

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