

# *Buklod:*

## A Curated Collection of Research Briefs



# **BUKLOD**

## **The DepEd Bulacan Collection of Research Briefs**

Volume I No. 1  
May 2025



Planning and Research Unit  
School Governance and Operations Division  
Department of Education Schools Division of Bulacan

The DepEd Bulacan Curated Collection of Research Briefs is published by the School Governance and Operations Division of the Schools Division of Bulacan, Provincial Capitol Compound, Guinhawa, City of Malolos, Bulacan. Articles published in the Curated Collection of Research Briefs are the sole responsibility of the authors and not the Department of Education.

# **BUKLOD: A Curated Collection of Research Briefs**

---

## **Editorial Board**

RAINELDA M. BLANCO, PhD  
Chief Education Supervisor  
School Governance and Operation Division

CECILIA S. CUSTODIO, PhD  
Chief Education Supervisor  
Curriculum Implementation Division

MARIBEL S. PEREZ  
Senior Education Program Specialist  
Planning and Research

## **Consultants**

NORMA P. ESTEBAN, EdD, CESO V  
Schools Division Superintendent

MARIA CELINA L. VEGA, CESO V  
Assistant Schools Division Superintendent

## **Editor-In-Chief**

MARIBEL S. PEREZ  
Senior Education Program Specialist  
Planning and Research

## **Members**

JAYSON B. EUGELIO  
Master Teacher I  
San Miguel National High School, San Miguel South District

ROLANDO C. DALMACIO  
Master Teacher I  
Dampol 2nd National High School, Pulilan District

# Table of Contents

<b>1. KOMIKS: Upskilling Grade 7 Learners on Basic Laboratory Techniques .....</b>	<b>19</b>
<i>Jayson B. Eugelio</i>	
<b>2. Revolutionizing Science Engagement through Interactive Games: Effect on Grade 6 Learners' Performance in Science .....</b>	<b>20</b>
<i>Niña M. Villanueva</i> <i>Melda B. Santiago</i>	
<b>3. IMAGES Drills: Utilizing Infographics to Enhance Science Learning in Grade 6 Learners .....</b>	<b>21</b>
<i>Ermiliza C. Soliman</i>	
<b>4. Universal Design for Learning (UDL) Approach: Effect on Grade 3 Learners' Academic Performance in Science .....</b>	<b>22</b>
<i>Marilyn T. Matawaran</i>	
<b>5. Scientific Comic (Scicom) Strips Magazine: Effect on the Science Vocabulary Level of Grade 6 Learners .....</b>	<b>23</b>
<i>Jeffrey P. Rivamonte</i> <i>Luisa S. Marcelo</i> <i>Den Mark A. Peligro</i>	
<b>6. PhET Interactive Simulation Activities (PISA): A Tool in Enhancing Grade 11 Students' Academic Performance in Physical Science .....</b>	<b>24</b>
<i>Raquel M. Santos</i>	
<b>7. Modified Pomodoro Technique on Ohm's Law Concept Mastery of Students .....</b>	<b>25</b>
<i>Jerome M. Madla</i>	
<b>8. Teacher Tech-Instructor, An Aid to Learning Independence: Effect on Grade 4 Learners' Competence in Science .....</b>	<b>26</b>
<i>Kenneth DC. Delos Santos</i>	
<b>9. Strengthening Disaster Preparedness Education in Students: Exploring the Potential of Offline Webpages .....</b>	<b>27</b>
<i>Carlo Rico B. Reyes</i>	
<b>10. SPECTRA Approach on Leveling Up Grade 5 Learners' Science Proficiency .....</b>	<b>28</b>
<i>Joshua P. Reyes</i>	



<b>11. DRRM-Based Infographics: Effect on the Academic Performance in Science of Low-Performing Grade 6 Learners .....</b>	<b>29</b>
<i>Mike Joseph R. Quizon, PhD</i>	
<b>12. PISA 2025 Science Framework Laboratory Skills Manual for Teachers: Enhancing Science Classroom Instruction .....</b>	<b>30</b>
<i>Marjorie F. Boado</i>	
<i>Cinderella J. Gamba</i>	
<i>Janice SR. Quiambao</i>	
<b>13. Robotics Gear-Up: A Framework for STE 10 Electronics and Robotics Program .....</b>	<b>31</b>
<i>Mark Martin D. Gadayos</i>	
<b>14. DRRM Mini Challenge: Strengthening Disaster Risk Reduction Management Skills of Senior High School Learners .....</b>	<b>32</b>
<i>Isidro C. Novilla, Jr.</i>	
<i>John Paul T. Villaraza</i>	
<b>15. Let's Explore!: A Laboratory Instructional Manual (LIM) for Grade 6 SSES Learners .....</b>	<b>33</b>
<i>Pamela Dianne Y. De Arce</i>	
<i>Mary Joyce L. Violeta</i>	
<b>16. Gameful Thinking Skills (GTS) for Learning Engagement: Effect on Grade 6 Learners' Performance in Science .....</b>	<b>34</b>
<i>Melody D. Calingacion</i>	
<b>17. Breaking Boundaries: Unleashing Problem-Based Lab Challenges Using ChemiQuest Lab Journal Kit for SHS Learners .....</b>	<b>35</b>
<i>Mark Joseph DL. Liongson</i>	
<b>18. Utilizing Multisensory Learning Materials to Improve Grade 2 Learners' Performance in Fractions using VARK Method .....</b>	<b>36</b>
<i>Leonila S. Dela Cruz</i>	
<i>Ma. Evalyn S. Lapig</i>	
<b>19. Improving Addition with Regrouping Competence of Grade 2 Pupils Through Staircase Method .....</b>	<b>37</b>
<i>Rowena C. Mateo</i>	
<i>Esperanza DC. Villanueva</i>	
<b>20. SNAD: Strategy Towards the Improvement of the 4F's Skills of Grade 2 Learners .....</b>	<b>38</b>
<i>Apolinario P. Santos Jr.</i>	

<b>21. Enhancing The Mastery of Basic Multiplication Facts of Grade 4 Learners Through Gender Equality and Social Inclusion (GESI)-Based Learning Activity Sheets .....</b>	<b>39</b>
<i>Rhocell J. Calderon</i>	
<i>Pamela Camille D. Galvez</i>	
<b>22. MATATAG (Mastering Addition Through Advanced Teacher-Authored Games): An Intervention to Enhance the Additional Skills of Grade 1 Learners .....</b>	<b>40</b>
<i>Maria Filipina M. Delos Reyes, Mery Ann V. Bulaong,</i>	
<i>Mary Joy A. Viray</i>	
<b>23. Unearthing Parents' Stances on Issues Hindering Sustained Reading Proficiency in English Among Pupils in Taliptip Elementary School .....</b>	<b>41</b>
<i>Armida S.J. Santos, Jerbie DC. Villafuerte</i>	
<b>24. Digital Literature: Effect on the Reading Comprehension Level of Grade Six Learners .....</b>	<b>42</b>
<i>Jovielyn C. Delos Santos</i>	
<b>25. Pinoy Fiesta Games: Effect on Grade 3 Pupils' Mastery of Basic Multiplication Facts .....</b>	<b>43</b>
<i>Christopher DG. Santiago</i>	
<b>26. Improving the Multiplication Skills of Grade 3 Pupils through Supplementary Game-Based Intervention Activities .....</b>	<b>44</b>
<i>Lester S. Hernandez</i>	
<b>27. Effectiveness of Individualized Learning Worksheets in Improving Mental Addition Skills of Grade 1 Learners .....</b>	<b>45</b>
<i>Dezerie T. Cariaga, PhD, Mary Joy C. Cabriga</i>	
<i>Leslie I. Solis</i>	
<b>28. MTAP (Multiplication Table Advanced Practice): Upgrading the Traditional Rote Memorization to Enhance Multiplication Skills of Fifth Grade Pupils .....</b>	<b>46</b>
<i>Maria Zorayda F. Zamora</i>	
<b>29. Ready GATS, Go!: An Intervention in Enhancing Multiplication Skills of Fifth Grade Learners .....</b>	<b>47</b>
<i>Rhozane Jane P. Jumalon</i>	
<b>30. METER (Multiplication Exercises Through Enhanced Resources) on Developing Learners' Skills in Multiplication .....</b>	<b>48</b>
<i>Lea T. Agulto, Shella Marie S. Manahan</i>	

<b>31. Utilization of Newman’s Error Analysis in Mathematics Learning Remediation for Grade 1 Learners .....</b>	<b>49</b>
<i>Maria Teresa G. Fornacil</i>	
<b>32. Arithmetic Counting Techniques through Manipulatives: Effect on the Numeracy Skills of Grade 1 Pupils .....</b>	<b>50</b>
<i>Melchor L. Espiritu Jr., PhD</i>	
<i>Edlyn G. Vendicacion</i>	
<i>Cecilia G. Huevos</i>	
<b>33. Turntable Board: Gamified Tool on Improving Grade 2 Learners’ Multiplication Skills .....</b>	<b>51</b>
<i>Ma Jereme D. Mendoza</i>	
<b>34. Number Band: An Aid to Improve Addition Skills of Grade 2 Learners .....</b>	<b>52</b>
<i>Diana Lyn C. Boticario</i>	
<b>35. Montessori-Inspired Handmade Toy: A Tool for Improving the Basic Arithmetic Skills of Grade 1 Learners .....</b>	<b>53</b>
<i>Lerry P. Pronebo</i>	
<b>36. Sumusubok at Umuunlad sa Matematika (SUM) Mungkahing Kagamitang Panturo sa Pagpaunlad ng Kaalaman sa Pagdaragdag na may Kabuuang Hindi Hihigit sa Labing-lima .....</b>	<b>54</b>
<i>Zhamira A. Palad</i>	
<b>37. Maximizing Division Mastery in Grade 5 Learners through a Teacher-Created Hands-On Manipulative Tool .....</b>	<b>55</b>
<i>Erwin S. Santiago</i>	
<b>38. Super Geo: Math Game Worksheets in Improving the Numeracy Skills of Grade 5 Learners .....</b>	<b>56</b>
<i>Geofrey M. Granada</i>	
<b>39. Utilizing Reward-Based Puzzles as an Intervention to Improve Grade 2 Learners’ Proficiency in Addition .....</b>	<b>57</b>
<i>Minerva M. Guieb</i>	
<b>40. Utilizing DeciGrid in Teaching Addition and Subtraction of Decimals to Grade 5 Learners .....</b>	<b>58</b>
<i>Geraldine S. Buluran, PhD</i>	



<b>41. Pagpapahusay ng Kakayahang Panggramatika ng Mag-aaral sa Baitang 11 Gamit ang E-Polyeto .....</b>	<b>59</b>
<i>Mharikith E. Fababier</i>	
<b>42. Contextualized Activity Material in Fostering Automaticity of Multiplication Facts From 1-10 among Grade 3 Learners .....</b>	<b>60</b>
<i>Rogelyn P. Diola</i>	
<b>43. Enhancing Grade 6 Pupils' Skills in Solving Division Through the Use of Grid Method .....</b>	<b>61</b>
<i>Marjorie Claire H. Franco</i>	
<b>44. Enriching Grade 3 Learners' Multiplication Skills Through Skip Counting Pads .....</b>	<b>62</b>
<i>Joahanna Marie T. Arceo</i>	
<b>45. Structured Activity Sheets on Grade 6 Learners' Division Skills .....</b>	<b>63</b>
<i>Michelle V. Pascual</i>	
<b>46. Utilization of Hands-on Minds-on Manipulative: Effects on Grade 1 Learners' Mastery and Application of Basic Addition Facts .....</b>	<b>64</b>
<i>Michelle G. Joson</i>	
<i>Manilyn T. Giganto</i>	
<i>Ana Liza F. Bolaños</i>	
<b>47. Inductive Method Using Realia: Its Effect on the Grade 4 Learners' Performance in Geometry .....</b>	<b>65</b>
<i>Colleen Cloie Ann M. Batac, MAEd</i>	
<b>48. Thinker, Doer, Solver: Improving Grade 3 learners Division Skills through MATHOMO (Math Hands on Minds On) Strategy .....</b>	<b>66</b>
<i>Mariber G. Domingo</i>	
<i>Ma. Concordia C. Pascual</i>	
<b>49. Numeracy Skills Enhancement in Kindergarten Learners Through the 4PN Manipulative Material Intervention .....</b>	<b>67</b>
<i>Jonna B. Mallari</i>	
<b>50. Subtraction Flip Book Intervention: Effect on Grade 1 Learners' Subtraction Skills .....</b>	<b>68</b>
<i>Mary Jenny D. Ondivilla</i>	

<b>51. Supplementary Materials (SM): An Aid to Improve the Proficiency Level in Mathematics of Grade 5 Underachievers .....</b>	<b>69</b>
<i>Elaine DQ. De Vera</i>	
<b>52. Probing into the Experiences and Challenges in Mathematical Problem Solving (PS) through the Lens of Grade 6 Learners and their Teachers: Towards a Research-Based PS Intervention .....</b>	<b>70</b>
<i>Mirasol V. Rojo</i>	
<b>53. Learning How to Count: Framework Bridging Grade 6 and Grade 7 Numeracy Skills .....</b>	<b>71</b>
<i>Margarita B. Santos</i>	
<i>Elsie S. Roluna</i>	
<b>54. Capstone Project Manual for Grade 12 Science, Technology, Engineering, and Mathematics (STEM) Learners .....</b>	<b>72</b>
<i>Ian L. Bustamante</i>	
<i>Jan Mari Q. Manlagñit</i>	
<b>55. Individualized Math Bundle as Strategic Intervention to Improve Grade 4 Learners' Skills in Multiplication .....</b>	<b>73</b>
<i>Alan E. Maranon</i>	
<b>56. Grade 2 Learners' Subtraction Skills Enhancement Through SubTRICKtion App .....</b>	<b>74</b>
<i>Jerlyn A. Porciuncula</i>	
<i>Meilyn M. Gener</i>	
<b>57. Library: A Center for Writing Enrichment of the STE Learners .....</b>	<b>75</b>
<i>Reylina M. Delos Reyes</i>	
<b>58. Contextualized Game-based Spelling Intervention and its Effect on Grade 5 Learners' Spelling Skills in English .....</b>	<b>76</b>
<i>Meann C. Ruga</i>	
<b>59. Improving the Oral Reading Performance in English of Grade One Pupils Through Contextualized Repetitive Modelling Reading Strategy .....</b>	<b>77</b>
<i>Leonora P. Santiago</i>	
<b>60. The Scaffolded Reading Experience (SRE): Improving Grade 2 Learners' Reading Comprehension Skills .....</b>	<b>78</b>
<i>Rochelle D. Barcelo</i>	
<i>Claire Ingrid L. Santos</i>	

<b>61. Group Dynamic Activities: Improving Kindergarten's Beginning Reading Skills .....</b>	<b>79</b>
<i>Queenie Alison A. Amar, Divina Gracia S. Punzalan</i>	
<i>Vanessa C. De Guzman</i>	
<b>62. ISLES: Enhancing Grade 9 Learners' English Performance Through Integrated Skill Learning Enrichment Strategy .....</b>	<b>80</b>
<i>Lauro J. Espiritu Jr.</i>	
<b>63. READ with MIND: The Effect of Combined Printed and Digital Interactive Reading Material on Sixth-Grade Pupils' Reading Comprehension .....</b>	<b>81</b>
<i>Carissa Camille T. Diño</i>	
<b>64. Improving Grade 2 Pupils' Phonemic Awareness in Reading English Through Teacher-Made Booklets and Manipulatives .....</b>	<b>82</b>
<i>Mary Michelle M. Ventura</i>	
<b>65. Integrating Compendium of Context Clue Teaching Strategies on Enriching Grade 5 Learners' Vocabulary .....</b>	<b>83</b>
<i>Mary Cecille C. Arciaga</i>	
<b>66. Examining Reading Disparities: A Quantitative Analysis of English Reading Proficiency among Grade Four pupils in FSS Patulo Elementary School .....</b>	<b>84</b>
<i>Marievic D. Belonio</i>	
<i>Marifel M. Duras</i>	
<b>67. Improving Grade 1 Learners' Phonological Skills Through Task Sense: A Multi Modal Learning Guide .....</b>	<b>85</b>
<i>Lualhati L. Ballungay Michelle F. Concepcion</i>	
<i>Marivie C. Cortez</i>	
<b>68. Direct Vocabulary Instruction Using Well of Words (WOW): Effect on the vocabulary Level of Grade Six Learners .....</b>	<b>86</b>
<i>Nornelyn O. Mercado</i>	
<i>Karen A. Serafica</i>	
<b>69. Developing Kindergarten Learners' Phonemic Awareness Through Contextualized Play-based Activities .....</b>	<b>87</b>
<i>Julean M. Pascual</i>	
<b>70. Art's Learning Approach: Utilizing Localized Reading Intervention Materials to Improve the Reading Comprehension Skills of Grade 6 .....</b>	<b>88</b>
<i>Artemio O. Fillone Jr.</i>	



<b>71. Scaffolded Mindful Reading Strategy (SMRS) On The Reading Comprehension Of Grade 10 Learners .....</b>	<b>89</b>
<i>Aeron James B. Mendoza</i>	
<b>72. Multi Factors Writing Skills Approach In Developing Grade Four Learners Writing Skills .....</b>	<b>90</b>
<i>Chona E Timbol, Sally R. Amit</i>	
<b>73. Magkasamang Pagkatuto: Supplementing the Academic Performance in English among Student-athletes .....</b>	<b>91</b>
<i>Kenje DS. Nitro, Melody B. Salamat, Alvin S. Bautista</i>	
<b>74. Improving the Decoding Fluency of Struggling Grade II Readers Through Multi-Sensory Approach .....</b>	<b>92</b>
<i>Grace C. Gonzales, PhD</i>	
<b>75. Improving the Reading Comprehension Level of Grade 5 Learners through Live Action Role Play (LARP): A Multisensory Approach in Teaching Reading .....</b>	<b>93</b>
<i>Rowena C. Dumayas</i>	
<b>76. DRIVE (Devised Reading Intervention using Various Exercises through Board Game): Effects on the Reading Comprehension of Grade 11 Learners .....</b>	<b>94</b>
<i>James Daniel S. Diño</i>	
<b>77. Enhancing Arabic Alphabet Writing Skill of Level 1 MEP Learners through Localized Guided Writing Worksheets .....</b>	<b>95</b>
<i>Fortunato Valencia</i>	
<b>78. Utilization of Wh-Questions: Towards Improving Grade 4 Learners' Reading Comprehension .....</b>	<b>96</b>
<i>Rosario A. Joson</i>	
<b>79. VLOG (Video of Letters On the Go) Technique on Kindergarten Learners' Letter Writing Skills .....</b>	<b>97</b>
<i>Romelene R. Lebrando</i>	
<b>80. Optimizing the Mastery of Simple Verb Tense Using VERSE (Verb Enhancement and Refinement through Supplementary Exercises) .....</b>	<b>98</b>
<i>Marian R. Parairo</i>	



<b>81. I-SHARE (Intensifying Spelling Habit and Assessment with Remote Exercises) Approach in Improving Grade 5 Learners' Spelling Skills .....</b>	<b>99</b>
<i>Romel C. Roque, PhD</i>	
<b>82. Fostering Reading Comprehension Skills of Grade 6 Learners Using Partner Reading Strategy .....</b>	<b>100</b>
<i>Ma. Chevy L. Malang, MAEd</i>	
<b>83. Reading Legend: Its Effect on the Reading Comprehension of Grade 5 Learners .....</b>	<b>101</b>
<i>Mary Grace T. San Pedro</i>	
<b>84. Use of Picture-Embedded Words through Teacher's Repetition in Improving Spelling Skills on Basic Sight Words of Grade 2 Pupils .....</b>	<b>102</b>
<i>Hervie C. Eroles</i>	
<b>85. Interactive PowerPoint: Enhancing Pupils' Academic Performance in English 6 .....</b>	<b>103</b>
<i>Mary Grace G. Tecson, PhD</i>	
<b>86. Artwork Manipulatives in Reading Practice of CVC Word Families: Effect on Grade 1 Learners' Reading Skills .....</b>	<b>104</b>
<i>Rosette C. Balarao</i>	
<b>87. Development of a Guide Booklet for Functional Home Learning Spaces (FHLS) .....</b>	<b>105</b>
<i>Maria Luisa N. Lipana, EdD</i>	
<b>88. Four Square Schemer: Effect on Sentence Construction Skills of Grade Five Learners .....</b>	<b>106</b>
<i>Maria Leny P. Eugenio</i>	
<b>89. The Combined Effects of Audioligual and Lexicon Approach in Vocabulary Fluency of Grade Five Learners .....</b>	<b>107</b>
<i>Archielyn A. Semanero, PhD</i>	
<b>90. Improving Grade 6 Learners' Skills in the Lexicalization of Incidental Vocabulary Through Social and Emotional Learning (SEL)-Based Activity Sheets .....</b>	<b>108</b>
<i>April Joy Chua</i>	

<b>91. Sentence Writing Drill (SeWD): Effects on the Written Composition Skills of Grade 6 Pupils .....</b>	<b>109</b>
<i>Leonarda R. Ignacio</i>	
<b>92. Design and Development of Innovative Learning Material for SHS Oral Communication: A Research-Based Intervention .....</b>	<b>110</b>
<i>Ronel D. Loticio</i>	
<i>Julie Ann E. Dela Rosa</i>	
<b>93. Engage, Learn, Practice, Apply, Review (ELPAR): Interactive Reading Framework and Strategies for Grade 2 Learners .....</b>	<b>111</b>
<i>Charito S. Adriano</i>	
<i>Nemia A. Quarteros</i>	
<b>94. Improving the Alphabet Knowledge of Kindergarten Learners of Tumana Elementary School through Contextualized Interactive Activities .....</b>	<b>112</b>
<i>Maria Elizabeth A. Dela Cruz, PhD</i>	
<b>95. EASheets: Tool in Improving the Basic Research Skills of the STE Learners .....</b>	<b>113</b>
<i>Ruby Ann B. Carpio, Sahra Jane P. Hoper</i>	
<i>Rhiea S. Hipolito</i>	
<b>96. Digital Bridges to Literacy: Empowering Alternative Learning System - Senior High School Learners' Reading Comprehension through Projected Audio-Visual Material .....</b>	<b>114</b>
<i>Janeth G. Conception</i>	
<i>Aaron Carl S. Mayugba</i>	
<i>Paulo E. Ramos</i>	
<b>97. Pictowords: Its Effect on the Reading Skills of Grade 1 Learners .....</b>	<b>115</b>
<i>Nelyca F. Fernando</i>	
<b>98. Maaasahan Game Book: Improving the Reading Skills of Grade 2 Learners .....</b>	<b>116</b>
<i>Analyn A. Reyes</i>	
<b>99. Sentence Writing Through Scaffolding Sentence Mapper .....</b>	<b>117</b>
<i>Mayla L. Castro</i>	
<b>100. Ang Tahanan, Unang Lunan ng Pagbasa at Pagbilang: Mga Karanasan ng mga Mag-aaral at Magulang .....</b>	<b>118</b>
<i>Emily DV. Fernando</i>	

<b>101. Epekto ng Paggamit ng Gabay ng mga Guro sa Pagbibigay ng Remediyasyon sa Asignaturang Filipino sa Panahon ng Transisyon .....</b>	<b>119</b>
<i>Anastasia N. Victorino</i>	
<i>Shirley V. Penolio</i>	
<i>Angelita M. Bartolome</i>	
<b>102. Pagdalumat sa Epekto at Bisa sa Pagpapahalaga sa Asal ng mga Mag-aaral sa mga Akdang Pampanitikan sa Filipino sa Baitang 10 .....</b>	<b>120</b>
<i>Melencio M. Fernando Jr.</i>	
<b>103. Bisa ng Paggamit ng LENTE (Layunin, Estrukturang, Nilalaman, Tema at Estilo) sa Paglinang ng Kasanayan sa Pagsusuri ng mga Akdang Asyano .....</b>	<b>121</b>
<i>Cherry I. Mendoza</i>	
<b>104. PBL (PamBokabularyong Laro): Interbensyon sa Pagpapataas ng Pang-unawa ng mga Mag-aaral sa Pag-aaral ng mga Akda sa Filipino 10 .....</b>	<b>122</b>
<i>Marilou B. Mangaran</i>	
<b>105. May Pag-asa sa Pagbasa: Paglinang sa Kakayahan sa Pagbasa ng mga Mag-aaral sa Alternative Learning System Gamit ang Gabay sa Pagbasa .....</b>	<b>123</b>
<i>Sultan Emir A. Diaz</i>	
<i>Ramiljun A. Tagaysay</i>	
<i>John Reymon T. Santos</i>	
<b>106. Dialogic Inquiry: Igniting Minds with Open-Ended Collaborative Conversations (OECC) in Improving Grade 11 Students' Achievement in Disciplines and Ideas in the Social Sciences (DISS) Subject .....</b>	<b>124</b>
<i>Faith Ann F. Estorquia</i>	
<b>107. Give A Shots To Hots: A Leslyfied Organizer For Cognitive Scaffolding .....</b>	<b>125</b>
<i>Endlesly Amor D. Centeno</i>	
<b>108. Eye-Learn: Utilization of Infographics in Enhancing the Academic Performance of Grade 5 Pupils in Araling Panlipunan .....</b>	<b>126</b>
<i>Jasmin Marie R. Dalope</i>	
<b>109. Flipped Classroom Strategies: Enhancing Grade 6 Learners' Academic Performance in Araling Panlipunan (Philippine History) .....</b>	<b>127</b>
<i>Susan S. Villamonte</i>	
<b>110. DepEd Child Protection Policy Awareness and Implementation in Angat District .....</b>	<b>128</b>
<i>Mary Ann P. Rosales</i>	



<b>111. Factors Affecting the Parental Involvement in Boy Scouting Program: Basis for Shared Responsibility Action Plan .....</b>	<b>129</b>
<i>Robert D. Victor</i>	
<b>112. The Effects of Work Immersion Among Students of Public Secondary High Schools in Bustos: Groundwork for Improvement Plans .....</b>	<b>130</b>
<i>Jaime R. Soriano</i>	
<b>113. Understanding the Post-Lockdown Behavior of Learners: A Basis for Crafting a Child Protection Action Plan .....</b>	<b>131</b>
<i>Brian Joseph T. de Guzman</i>	
<b>114. Parents’ Perspectives on Participation, Challenges, and Intervention: Basis for School-Home Learning Continuity Guide for Special Needs Education Learners.....</b>	<b>132</b>
<i>Lyra Ann M. Salazar</i>	
<i>Jeffrey G. dela Cruz</i>	
<b>115. National Learning Camp (NLC) Potential and Challenges: Basis for the Development of School-Based Implementation Scheme .....</b>	<b>133</b>
<i>Ma. Lourdes C. Valondo</i>	
<b>116. Investigating Delegation Practices and Teacher’s Work-Task Motivation .....</b>	<b>134</b>
<i>Rosalinda G. Gabriel</i>	
<i>Angelo B. Dating</i>	
<b>117. School Maintenance Personnel’s Performance Assessment and Recognition Program .....</b>	<b>135</b>
<i>Rosauro A. Villanueva, PhD</i>	
<i>Alexander N. Dela Cruz, John Paul S. Cruz</i>	
<b>118. Leadership Competencies of School Heads of Marilao South District: Input to Mentoring Plan .....</b>	<b>136</b>
<i>Edelson C. Delos Santos, PhD</i>	
<b>119. Teachers’ Readiness on Comprehensive Sexuality Education: Basis for Technical Assistance Plan for Teachers in Obando District .....</b>	<b>137</b>
<i>Anabell R. Palomo, PhD</i>	
<i>Joerlin J. de Guzman, RGC</i>	
<i>Maria Perpetua P. Villaceran</i>	
<b>120. School Research Analysis (SRA): Basis for Contextualized Support Mechanism for Research Development of Paco Elementary School Teachers ...</b>	<b>138</b>
<i>Emmanuel John C. Castro</i>	



<b>121. Teachers' Research Competence Assessment: Input to a Research Development Program .....</b>	<b>140</b>
<i>Virginia S. San Gabriel, PhD, Christian F. Baltao</i>	
<b>122. VitaBites MiniReels: Effect on Grade 8 Learners' Nutritional Awareness and Dietary Habits .....</b>	<b>141</b>
<i>Maria Cristina L. Fernandez</i>	
<b>123. Effect of Contextualized Learning through Leading the Application-Based Skills (COLLABS) in TLE Performance Tasks .....</b>	<b>142</b>
<i>Jay L. Pangilinan</i>	
<b>124. Empowering Learners through ICT: A Practical Handbook Approach for Enhancing Grade 6 Learners' Academic Performance in TLE-ICT .....</b>	<b>143</b>
<i>Diana C. Bayer</i>	
<b>125. Project TURO (Teacher's Unobstructed Room-based Operation): Addressing the Challenges of DepEd's Engaged Time-On-Task Policy .....</b>	<b>144</b>
<i>Bienvenido L. Guevarra Jr PhD, Rhea S. Estampa, Ma. Concepcion M. Madla</i>	
<b>126. The Strength of Project 4S (School Water Supply System and Sanitation Facilities) in Implementing WASH in Schools Program .....</b>	<b>145</b>
<i>Digna S. Manalo, PhD, Sonny Austin B. Reyes, PhD</i>	
<b>127. Flexibility and Personalization of Learning in the Open High School Program (OHSP): Bases for OHSP Offering in San Rafael National Trade School .....</b>	<b>146</b>
<i>Jennet A. Manalo</i>	
<b>128. Collaboration of Alumni Association to School Activities: Its Effect to the Attainment of School's Target Goals .....</b>	<b>147</b>
<i>Rizaldy C. Pidlaoan.</i>	
<b>129. ReIR (Research, Innovation and Robotics) Hub: Center for Research and Development of Santa Maria East District .....</b>	<b>148</b>
<i>Leonora V. Bergado, Carmela E. De Torres</i>	
<b>130. Sports Activities of Teacher-Coaches During the Height of the COVID-19 Pandemic: Basis for District Revitalized Sports Program .....</b>	<b>149</b>
<i>Leonora V. Bergado, Reagan N. Cabuhat</i>	
<b>131. Improving the Academic Performance of Grade 6 Pupils in Technology and Livelihood Education (TLE) through the Utilization of Localized Digitalized Self-Learning Activity Materials (e-LAMs) .....</b>	<b>150</b>
<i>Nina Sherry L. Clemente</i>	

# **BUKLOD**

## **The DepEd Bulacan Collection of Research Briefs**

Volume I No. 1  
May 2025

## Research Brief:

### KOMIKS: Upskilling Grade 7 Learners on Basic Laboratory Techniques

**Introduction:** The poor performance of Filipino students in international tests and recent local assessments shows a clear need in improving their science skills to help them better understand and apply scientific concepts. To address this concern, the researcher aimed to develop and evaluate the effectiveness of KOMIKS: Contextualized Comics in enhancing the basic laboratory skills of Grade 7 students at Carlos F. Gonzales High School, Schools Division of Bulacan.

#### Research Overview

- **Study Title:** KOMIKS: Upskilling Grade 7 Learners on Basic Laboratory Techniques
- **Research Conducted By:** Jayson B. Eugelio
- **Duration:** April – May 2024

#### Methodology

- **Sample Size:** The study involved 45 Grade 7 students (20 male, 25 female) from 7 Sampaguita at Carlos F. Gonzales High School in Barangay Maguinao, San Rafael, Bulacan, selected using purposive sampling based on low RDA and Science Process Skill Assessment scores.
- **Design:** A developmental, pre-experimental research using a one-group pretest-posttest design.
- **Data Collection:** Contextualized materials were developed and validated using the LRMDs tool. Student performance was assessed through pre- and post-laboratory evaluations using a rubric. A 10-item teacher-made questionnaire captured student experiences and perceptions. Paired samples t-tests analyzed the effectiveness of the intervention.

**Key Findings:** The results indicated a high level of acceptability for the developed materials across content, format, presentation, and accuracy. Pretest scores averaged 57.33, while posttest scores significantly improved to 85.87, reflecting a substantial enhancement in students' skills. Paired samples t-tests showed a significant difference ( $t = 13.27$ ,  $p < 0.001$ ) between pretest and posttest scores. Students' perceptions were also positive, with a mean rating of 4.85 out of 5, indicating that the comics were highly valued for their clarity, engagement, and motivational impact.

**Implications:** Contextualized comics effectively enhance laboratory skills and motivate learners, offering a replicable model for addressing skill gaps in science education.

**Conclusion:** Contextualized comics significantly improve Grade 7 students' laboratory skills, supporting their broader integration into science education.

For further details on the study, contact Jayson B. Eugelio, San Miguel National High School, San Miguel South District, at [jayson.eugelio@deped.gov.ph](mailto:jayson.eugelio@deped.gov.ph).

## Research Brief:

### **Revolutionizing Science Engagement through Interactive Games: Effect on Grade 6 Learners' Performance in Science**

**Introduction:** This study investigates how interactive games can enhance science engagement and learning outcomes among Grade 6 pupils. It explores the potential of gamified learning tools to make science more accessible, engaging, and enjoyable for young learners.

#### **Research Overview**

- **Study Title:** Revolutionizing Science Engagement through Interactive Games: Effect on Grade 6 Learners' Performance in Science
- **Research Conducted By:** Niña M. Villanueva / Melda B. Santiago
- **Duration:** March 2024 - May 2024

#### **Methodology**

- **Sample Size:** 60 Grade 6 pupils from two sections were being chosen based on their intellectual capabilities.
- **Design:** Quasi-experimental pretest-posttest control group design.
- **Data Collection:** Tools include pretest and posttest assessments on science concepts, interview questions to measure engagement levels, and formative assessments after gameplay sessions.

**Key Findings:** Interactive science games significantly improved Grade 6 learners' performance and engagement in science. Learners demonstrated better retention of concepts and active participation compared to traditional teaching methods.

**Implications:** Interventions: Development of a science curriculum integrated with interactive games. Policy Recommendations: Adoption of gamified tools in classrooms to address declining interest in science subject.

**Reflection:** Encourages the need for modern, technology-driven teaching strategies to align with the interests of digital-native learners.

**Conclusions:** This study highlights the transformative role of interactive games in fostering science engagement among Grade 6 pupils.

For further details, contact Niña M. Villanueva at 09093285760 and Melda B. Santiago at 09685051690.



## Research Brief:

### **IMAGES Drills: Utilizing Infographics to Enhance Science Learning in Grade 6 Learners**

**Introduction:** A regional science assessment conducted in March 2023 revealed that only 14% of the 126 sixth-grade learners at Taal Elementary School met the minimum proficiency level in science. Therefore, this study aims to address the low science achievement of these learners by identifying their challenges, developing materials tailored to their preferred and effective learning methods, and refining these materials based on expert recommendations.

#### **Research Overview**

- **Research Conducted By:** Ermiliza C. Soliman
- **Duration:** March 2024 to May 2024

#### **Methodology**

- **Sample Size:** 9 participants, including 3 achievers, 3 average learners, and 3 underachievers.
- **Design:** Developmental Research design.
- **Data Collection:** Data was collected through Focus Group Discussions (FGDs) and the use of the Learning Resources Management and Development System (LRMDS) Tool.

**Key Findings:** Sixth-grade learners face significant challenges in understanding life science concepts, particularly in biology. These difficulties stem from the complexity of topics, the high volume of information to be studied, and the use of complicated scientific terminologies and spellings. Additionally, this study found that visual and interactive learning methods, such as worksheets, infographics, and other interactive materials, align with the preferences of Generation Z learners.

**Implications:** This study introduced innovative methods to enhance Grade 6 science literacy and developed the IMAGES Drills, which contains interactive learning materials featuring infographics, activities, and engaging resources for students. Validated by experts, these drills can be utilized for broader use due to their potential to improve science achievement and address learning challenges effectively.

**Conclusion:** In conclusion, sixth-grade learners face difficulties in understanding life science concepts, especially biology, due to complex topics and challenging terminology. Moreover, Generation Z learners find visual and interactive methods more effective and suitable for their learning. This insight led to the development of the IMAGES Drills, which include interactive materials designed to address these challenges.

For further details on the study, contact Ermiliza C. Soliman at Taal Elementary School (Bocaue District) via [ermiliza.soliman@deped.gov.ph](mailto:ermiliza.soliman@deped.gov.ph).

## Research Brief:

### Universal Design for Learning (UDL) Approach: Effect on Grade 3 Learners' Academic Performance in Science

**Introduction:** The Universal Design for Learning (UDL) Approach, an educational framework was carried out in Pitpitan Elementary School that the main goal was to determine its effectiveness on the academic performance of 30 Grade 3 learners in Science for improving and optimizing flexibility on why learners' experience engagement, what of learning through representation and how of learning through action and expression. The teacher-researcher incorporated different approaches/strategies such as the Video lessons package, Game-based learning and the Real time discussion which were under the UDL Approach that offered every learner an equal chance of learning to achieve variety of opportunities to experience.

#### Research Overview

- **Research Conducted by:** Marilyn T. Matawaran
- **Duration:** March - May 2024

#### Methodology

- **Sample Size:** 30 Grade 3 learners identified as low performing in Science
- **Design:** A Quasi-experimental, using a one group pretest-posttest design
- **Data Collection:** Contextualized materials were developed and validated using the LRMS tool. Pupils' performance was assessed through pre and post teacher-made test. Paired samples T-test analyzed the effectiveness of the intervention materials.

**Key Findings:** The study found a statistically significant correlation between the implementing UDL Approach and enhanced academic outcomes among the grade 3 learners. Proof particular to the pre & post tests/ third & fourth rating grades of Grade 3 learners, it shows the progressive effect of UDL Approach to the academic performance of Grade 3 learners that is considered statistically significant.

**Implications:** Universal Design for Learning (UDL) Approach in teaching aimed to enhance and maximize teaching and learning for every pupil, UDL offered flexibility on how pupils accessed, engaged with and demonstrated their knowledge used the combination of the three teaching strategies: (1) video learning package, (2) Game-based learning, and (3) Real-time discussion. These are teaching methods that built flexibility adjusted to every pupil's strength, needs and benefits with an equal opportunity to succeed and motivated.

**Conclusion:** Universal Design for Learning (UDL) approach, underscoring dramatic change highlights the positive effect of UDL on enhancing the learning experience and outcomes for Grade 3 learners.

For more information, contact Marilyn T. Matawaran of Pitpitan Elementary School at [marilyn.matawaran@deped.gov.ph](mailto:marilyn.matawaran@deped.gov.ph)

## Research Brief:

### Scientific Comic (Scicom) Strips Magazine: Effect on The Science Vocabulary Level of Grade 6 Learners

**Introduction:** This study is aimed to use Scientific Comic (SciCom) Strips as an intervention to improve vocabulary level and enhance the understanding of grade six learners in science context. This contains unfamiliar terms in science 6 that put in an illustrated, contextualized and sequential conversational form.

#### Research Overview

- **Study Title:** Scientific Comic (Scicom) Strips Magazine: Effect on The Science Vocabulary Level of Grade 6 Learners
- **Research Conducted by:** Jeffrey P. Rivamonte, Luisa S. Marcelo, Den Mark A. Peligro
- **Duration:** December 2023 – May 2024

#### Methodology

- **Sample size:** The researchers used purposive sampling technique. The participants were 21 male and 15 female grade 6 pupils from section Aguinaldo of Lambakin Elementary School of School Year 2023 – 2024. **Design:** Quasi-experimental research
- **Data Collection:** Data were gathered using numeracy test which composed of 20-item multiple choice.

**Key Findings:** The action research found out that the intervention material used is effective since the posttest mean is greater than the pretest mean. The mean of pretest and posttest in the conceptual function is 3.86 with a standard deviation of 1.839 and 9.67 with a standard deviation of .756. Furthermore, the mean difference of the pretest and posttest is -5.81 and a mean percentage score of 38.61% and 96.67%. Additionally, the mean of pretest and posttest in the operational function is 2.91 with a standard deviation of 1.653 and 9.81 with a standard deviation of .668. Furthermore, the mean difference of the pretest and posttest is -7.000 and a mean percentage score of 28.06% and 96.06%.

**Implications:** Considering all the numerical and descriptive results from the participants and conclusions, the researchers humbly suggested to create a scientific comic strips magazine per quarter, improve the Scientific Comic (SciCom) Strips Magazine by making it to be a digital cartooning that can be used by the pupils using their cellphone or other devices, and the concept of Comic strips Magazine can be assimilated and applied in other core subjects.

**Conclusion:** The study found out that the scientific comic strips magazine is effective in improving vocabulary level of grade pupils. The illustrations and contextualized dialogues helped the pupils understand the concept and unlock scientific vocabulary difficulties.

For more Information, contact Jeffrey P. Rivamonte., Lambakin Elementary School, at [jeffrey.rivamonte@deped.gov.ph](mailto:jeffrey.rivamonte@deped.gov.ph).



## Research Brief:

### **PhET Interactive Simulation Activities (PISA): A Tool in Enhancing Grade 11 Students' Academic Performance in Physical Science**

**Introduction:** This study evaluated the impact of PhET Interactive Simulations on Grade 11 Physical Science students. After a mix of online and face-to-face learning, students showed significant improvement, confirming the simulations' effectiveness in enhancing understanding of difficult topics.

#### **Research Overview**

- **Study Title:** PhET Interactive Simulation Activities (PISA): A Tool in Enhancing Grade 11 Students' Academic Performance in Physical Science
- **Research Conducted By:** Raquel M. Santos
- **Duration:** December 2023-May 2024

#### **Methodology**

- **Sample Size:** The study involved 31 students (14 males, 17 females) selected purposively
- **Design:** This action research used a One-Group Pretest-Posttest Design
- **Data Collection:** A pretest, modified activity sheets, a reflection survey were utilized

**Key Findings:** The study demonstrated a significant improvement in student performance and engagement following the use of PhET Interactive Simulations.

**Implications:** The study suggests that PISA can enhance student engagement and comprehension in Physical Science and may be applied to other subjects if access and technology challenges are addressed.

**Conclusion:** The study concluded that PhET Interactive Simulations was an effective teaching tool for enhancing student learning and comprehension in Physical Science.

For further details on the study, contact Raquel M. Santos, Sta. Peregrina High School, at [raquel.magtalas@deped.gov.ph](mailto:raquel.magtalas@deped.gov.ph)



## Research Brief:

### Modified Pomodoro Technique on Ohm's Law Concept Mastery of Students

**Introduction:** The general objective of this action research was to apply the Modified Pomodoro Technique on Ohm's Law concept mastery of students. By incorporating the Modified Pomodoro Technique in teaching Ohm's Law, the study aimed to leverage the content mastery of students about the topic which is tagged as the least learned competency in the Regional Diagnostic Assessment.

#### Research Overview

- **Research Conducted By:** Jerome M. Madla
- **Duration:** February 2024 – May 2024

#### Methodology

- **Sample Size:** The participants in the study came from the Grade 9 section Taurus of Dampol 2nd National High School consisting of 34 students.
- **Design:** The study used the quasi-experimental research design. It aimed to apply the Modified Pomodoro Technique in the content mastery of Grade 9 students in science. Therefore, paired sample pre-test and post-test design enabled the researcher to know the intervention's effectiveness.
- **Data Collection:** A pretest evaluated students' prior knowledge of Ohm's Law and was used to form the control and experimental groups. The researcher conducted separate learning sessions for each group. At the end of the five learning sessions, participants completed a posttest.

**Key Findings:** Findings revealed that using the Modified Pomodoro Technique in the class learning sessions significantly improved the learners' mastery of Ohm's Law, as supported by higher posttest scores compared to pretest scores.

**Implications:** The use of the Modified Pomodoro Technique in the delivery of a lesson can help students grasp and process the concepts and reduce their cognitive load.

**Conclusion:** Based on the research findings, the null hypothesis was rejected. The Modified Pomodoro technique was an effective approach in teaching Ohm's Law.

For further details on the study, contact Jerome M. Madla, Dampol 2nd National High School, at [jerome.madla@deped.gov.ph](mailto:jerome.madla@deped.gov.ph).

## Research Brief:

### **Teacher Tech-Instructor, An Aid to Learning Independence: Effect on Grade 4 Learners' Competence in Science**

**Introduction:** This study aims to determine the effect of using Teacher-Tech Instructor, a technology-aided intervention designed for independent learning sessions, on improving the scientific mastery of Grade 4 learners of Mataas na Parang Elementary School.

#### **Research Overview**

- **Study Title:** Teacher Tech-Instructor, An Aid to Learning Independence: Effect on Grade 4 Learners' Competence in Science
- **Research Conducted by:** Kenneth DC. Delos Santos
- **Duration:** January – April 2024

#### **Methodology**

- **Sample Size:** The study focused on 34 grade 4 learners, identified as having the lowest MPS in Science across Key Stage 2.
- **Design:** This study employed the one group pretest-posttest design, a pre-experimental approach to assess the effect of utilizing Teacher Tech-Instructor on Grade 4 learners' competence.
- **Data Collection:** Researcher-made pretest and post-test assessment tools including a 5-point Likert scale on learners' impression of using the intervention were utilized. Descriptive (MPS, mean, median, SD) and inferential (Wilcoxon Signed-Rank Test) statistics were also used to interpret the results.

**Key Findings:** The findings revealed that the learners obtained an MPS of 20.79% (low mastery) in the pretest and a 90.73% (closely approximating mastery) on the posttest. Furthermore, a Wilcoxon Signed-Ranks Test indicated that there is a significant difference in the learning performance between the pretest and posttest. In addition, an overall mean of 4.93 was obtained about the learners' impression of the intervention, which signifies that they strongly agree that the Teacher Tech-Instructor helped them in learning independently.

**Implications:** The findings highlight the need for further development and integration of technology-assisted interventions for independent learning that engage learners and allow for remote access.

**Conclusion:** The study found that fourth-grade learners' science competency significantly improved by using Teacher Tech-Instructor, an interactive technology-based intervention that features presentations integrated with basic programming elements.

**For More Information:** For further details on the study, contact Mr. Kenneth DC. Delos Santos, Teacher III at Mataas na Parang Elementary School – San Ildefonso North District at [kenneth.dcdelosantos@deped.gov.ph](mailto:kenneth.dcdelosantos@deped.gov.ph)

## Research Brief:

### **Strengthening Disaster Preparedness Education in Students: Exploring the Potential of Offline Webpages**

**Introduction:** This study explores the use of offline webpages as a tool to enhance disaster preparedness education among Junior High School learners at Upig High School, focusing on fire safety, earthquake response, flood management, and typhoon preparedness. By evaluating the impact of these offline resources, the research aims to improve learners' knowledge, engagement, and confidence in disaster response, particularly in areas with limited internet access.

#### **Research Overview**

- **Study Title:** Strengthening Disaster Preparedness Education in Students: Exploring The Potential of Offline Webpages
- **Research Conducted by:** Carlo Rico B. Reyes
- **Duration:** November 2023 – May 2024

#### **Methodology**

- **Sample Size:** 305 Junior High School Learners enrolled in Upig High School during the SY 2023 – 2024.
- **Design:** Explanatory Sequential Research Design
- **Data Collection:** Pre- and Post-Implementation Survey and Open-ended Survey Questionnaire

**Key Findings:** The study found a significant increase in Junior High School learners' knowledge levels post-implementation of offline webpages, demonstrating their effectiveness in enhancing disaster preparedness education. Learners expressed favorable perceptions, citing increased engagement, confidence in disaster response, and accessibility, particularly in areas with limited internet connectivity.

**Implications:** Widespread implementation of offline webpages is recommended, with emphasis on content localization to address specific community needs. Further research is suggested to optimize their effectiveness in disaster preparedness education and integrate them into educational practices and policies.

**Conclusions:** The use of offline webpages significantly improved disaster preparedness education among Junior High School learners, as evidenced by increased knowledge levels and positive learner perceptions. This approach offers a viable, accessible solution for disaster preparedness education in areas with limited internet connectivity.

For more information: For further information about the study, please contact Carlo Rico B. Reyes at Upig High School via email at [carlorico.reyes@deped.gov.ph](mailto:carlorico.reyes@deped.gov.ph)



## Research Brief:

### SPECTRA Approach on Leveling Up Grade 5 Learners' Science Proficiency

**Introduction:** This action research evaluated the effectiveness of the SPECTRA Approach (Science Presentations that Elevate Classroom Engagement Through Responsive Activities) in enhancing science proficiency among Grade 5 students at Malipampang Elementary School. The approach was integrated into lessons covering the four Most Essential Learning Competencies (MELCs) for the Fourth Quarter.

#### Research Overview

- **Study Title:** SPECTRA Approach on Leveling Up Grade 5 Learners' Science Proficiency
- **Research Conducted by:** Joshua P. Reyes
- **Duration:** April – October 2024

#### Methodology

- **Sample Size:** The study included 32 Grade 5 Rizal learners, comprising 14 males and 18 females, who primarily achieved Level 1: Basic or Approaching Proficiency Level in the Third Quarter Quarterly Examination.
- **Design:** The study employed a pre-experimental design, specifically utilizing a one-group pretest-posttest approach.
- **Data Collection:** Data collection for this study involved administering a pretest and posttest to evaluate the learners' science proficiency level. Additionally, the researchers utilized the integration of SPECTRA Approach on the lessons of the Fourth Quarter.

**Key Findings:** The results indicated that learners who underwent the integration of the SPECTRA Approach in Science lessons showed an improvement in their Science Proficiency Levels. This interactive and engaging teaching method proved to be effective in enhancing learners' Science proficiency.

**Implications:** The findings indicate that the SPECTRA Approach, which is an interactive teaching method, should be adopted by educators. Schools and curriculum developers are encouraged to incorporate this approach into lesson planning and teacher training to improve the understanding of science concepts and support better academic outcomes.

**Conclusions:** The study highlighted the SPECTRA Approach as an effective structured educational strategy that significantly improved students' Science Proficiency Levels, promoting academic success and enhancing the learning experience.

For more information: For further details on the study, contact Joshua P. Reyes, Malipampang Elementary School and [joshua.preyes@depd.gov.ph](mailto:joshua.preyes@depd.gov.ph)



## Research Brief:

### **DRRM-Based Infographics: Effect on the Academic Performance in Science of Low-Performing Grade 6 Learners**

**Introduction:** Filipino learners consistently score poorly in science. International and local assessments highlighted significant gaps in scientific knowledge and skills, indicating that many learners struggle with understanding and applying scientific concepts effectively. To address this issue, the researcher aimed to examine the effectiveness of DRRM-based infographics in improving the science performance of underperforming Grade 6 learners at Salacot Elementary School.

#### **Research Overview**

- **Study Title:** DRRM-Based Infographics: Effect on the Academic Performance in Science of Low-Performing Grade 6 Learners
- **Research Conducted By:** Mike Joseph R. Quizon, PhD
- **Duration:** April – May 2024

#### **Methodology**

- **Sample Size:** The study sample included thirty-seven Grade 6 learners (20 males and 17 females) who had the lowest Mean Percentage Score (MPS) in the Regional Diagnostic Assessment (RDA).
- **Design:** The study employed a mixed-methods approach, particularly the pretest-posttest one-group design.
- **Data Collection:** The DRRM-based infographics developed based on the SAMS Model of Instructional Design and School Research Committee (SRC) evaluated teacher-made pretest and post-test materials were used in data collection. Additionally, a self-designed interview questionnaire was utilized to capture learners' experiences and perceptions.

**Key Findings:** Results revealed that before the use of DRRM-based infographics, learner participants' performance in a 25-item pretest described as "below average" improved to "above average" in the posttest. Furthermore, t-test results found a significant difference indicating the effectiveness of the intervention.

**Implications:** Incorporating DRRM-based infographics as visual tools can improve learners' science performance and enhance engagement and comprehension, making them a valuable addition to teaching strategies.

**Conclusion:** The use of DRRM-based infographics had a significant impact and effectively improved the academic performance in science of low-performing grade 6 learners, recommending the adaptation of infographics in the elementary science education.

For more information: For further details on the study, contact Mike Joseph R. Quizon, Salacot Elementary School at [mikejoseph.quizon@deped.gov.ph](mailto:mikejoseph.quizon@deped.gov.ph)

## Research Brief:

### **PISA 2025 Science Framework Laboratory Skills Manual for Teachers: Enhancing Science Classroom Instruction**

**Introduction:** To improve scientific classroom education and guarantee efficient use of laboratory equipment, the study focuses on creating a PISA 2025 Science Framework Laboratory Skills Manual for Parada National High School teachers. The manual aims to empower teachers and students by filling in the gaps in laboratory skills and safety procedures, which will ultimately improve educational achievements in line with the MATATAG Curriculum.

#### **Research Overview**

- **Study Title:** PISA 2025 Science Framework Laboratory Skills Manual for Teachers: Enhancing Science Classroom Instruction
- **Research Conducted By:** Marjorie F. Boado, Cinderella J. Gamba, Janice SR. Quiambao
- **Duration:** January – April 2024

#### **Methodology**

- **Sample Size:** Six junior high school science teachers from Parada National High School, each with over five years of experience using laboratories and equipment, contributed diverse insights.
- **Design:** This study was systematically guided by design and development research model (DDR).
- **Data Collection:** Observations using a rubric-based form assessed teachers' laboratory skills. Focus group discussions informed the development of a laboratory skills manual, later validated through participant feedback.

**Key Findings:** The study found that developing a science laboratory skills manual, guided by observational data and focus group discussions, resulted in a comprehensive resource covering safety precautions, equipment instructions, and teaching reminders. The ten-section manual received a very satisfactory rating, highlighting its effectiveness and the value of collaborative input in improving laboratory instruction and student learning.

**Implications:** A laboratory skills manual enhances science instruction by providing structured guidance and resources, improving teachers' laboratory practices, and fostering an effective learning environment.

**Conclusion:** A science laboratory skills manual, developed using the PISA 2025 Science Framework, laboratory skills tests, and teacher discussions, enhances instruction by integrating teacher insights and feedback from multiple schools.

For more information: For further details on the study, contact Marjorie F. Boado of Parada National High School at [marjorie.boado@deped.gov.ph](mailto:marjorie.boado@deped.gov.ph)

## Research Brief:

### Robotics Gear-Up: A Framework for STE 10 Electronics and Robotics Program

**Introduction:** Parada National High School will implement the STE 10 Electronics and Robotics program in the 2024-2025 school year. This applied research identified methodologies and facility requirements through benchmarking, leading to the development of a facility plan in preparation for the program's launch.

#### Research Overview

- **Study Title:** Robotics Gear-Up: A Framework for STE 10 Electronics and Robotics Program
- **Research Conducted By:** Mark Martin D. Gadayos
- **Duration:** February – May 2024

#### Methodology

- **Sample Size:** Three electronics and robotics teachers, pioneer STE implementers in the Schools Division of Bulacan, were selected using purposive expert sampling. They teach at Prenza NHS, Fortunato F. Halili NAHS, and Pulong Buhangin NHS, meeting the criteria of (1) at least two years of teaching experience in electronics and robotics and (2) a specialization in the field.
- **Design:** A three-phase developmental research design was employed.
- **Data Collection:** The researcher conducted benchmarking through written interviews with pioneer STE implementers in Bulacan. Thematic analysis was used to analyze responses, leading to the development of a facility plan, which was then evaluated by experts using an expert recommendation sheet.

**Key Findings:** Thematic analysis results guide electronics and robotics teachers in adapting teaching strategies and engaging in training. It also aids in identifying necessary equipment and quantity for effective instruction. The developed facility plan supports establishing an STE-compliant Electronics and Robotics laboratory, with expert recommendations refining its improvement.

**Implications:** The developed facility development plan ensures the compliance of Parada National High School in making its Electronics and Robotics laboratory with the STE program.

**Conclusion:** Benchmarking and interviews reveal that pioneer STE schools follow prescribed schedules and adapt strategies to address equipment shortages. The facility development plan focuses on facilities, teaching and learning, and inventory maintenance. Expert recommendations enhance the plan through revisions and additional inputs.

For more information: For further details on the study, contact Mark Martin D. Gadayos of Parada National High School at [markmartin.gadayos@deped.gov.ph](mailto:markmartin.gadayos@deped.gov.ph)



## Research Brief:

### **DRRM Mini Challenge: Strengthening Disaster Risk Reduction Management Skills of Senior High School Learners**

**Introduction:** The DRRM Mini Challenge is an applied research project designed to enhance the disaster risk reduction and management (DRRM) skills of Senior High School learners. The study focuses on topic conceptualization, model preparation, and material validation.

#### **Research Overview**

- **Study Title:** DRRM Mini Challenge: Strengthening Disaster Risk Reduction Management Skills of Senior High School Learners
- **Research Conducted By:** Isidro C. Novilla, Jr. and John Paul T. Villaraza
- **Duration:** February – May 2024

#### **Methodology**

- **Sample Size:** 3 Validators
- **Design:** Type I Developmental Research
- **Data Collection:** Interview Questionnaire

**Key Findings:** A DRRM Mini Challenge Instructional Manual was developed based on Augusta University's Gamified Model. The material was validated by school teachers affiliated with the SDRRM Organization from three large schools.

**Implications:** DRRM Mini Challenge Instructional Manual was developed based on Augusta University's Gamified Model. The material was validated by school teachers who were part of the SDRRM Organization from three (3) large schools.

**Conclusion:** The study demonstrated that an instructional manual utilizing Augusta University's gamified model can be effectively developed. School-based evaluation tools helped identify weaknesses in the material, which were further analyzed through thematic analysis of interview responses.

For more information: For further details on the study, contact John Paul T. Villaraza & Isidro C. Novilla, Jr., Parada National High School, at [johnpaul.villaraza@deped.gov.ph](mailto:johnpaul.villaraza@deped.gov.ph) / [isidro.novilla@deped.gov.ph](mailto:isidro.novilla@deped.gov.ph)



## Research Brief:

### Let's Explore!: A Laboratory Instructional Manual (LIM) for Grade 6 SSES Learners

**Introduction:** This study addresses the need to build a knowledge foundation about science laboratories for Grade 6 SSES learners of Parada Elementary School through the development of a Laboratory Instructional Manual (LIM). This research aimed to develop a laboratory skills manual and laboratory teaching strategies for Grade 6 SSES learners. The theme of this research is for teaching and learning.

#### Research Overview

- **Study Title:** Let's Explore!: A Laboratory Instructional Manual (LIM) for Grade 6 SSES Learners
- **Research Conducted By:** Pamela Dianne Y. De Arce and Mary Joyce L. Violeta
- **Duration:** November 2023 – June 2024

#### Methodology

- **Sample Size:** Experts from Parada Elementary and Parada National High School, including: school head, head teacher, master teacher (Science Major). These experts provided insights on the current state of the school's science laboratory, validated the LIM, and contributed to the development of a structured laboratory plan.
- **Design:** The study followed Developmental Research Design (Barnard et al., 2015) in designing the LIM.
- **Data Collection:** A Focus Group Discussion (FGD) with STE and SSES teachers identified key laboratory needs and challenges. The LIM was developed based on FGD findings and validated by experts, who provided recommendations for improvement.

**Key Findings:** The study confirmed the need for a structured Laboratory Instructional Manual (LIM) to prepare Grade 6 SSES learners for laboratory work. Key challenges identified included: absence of a laboratory assistant, safety procedures and proper handling of equipment, teacher training for conducting science experiments, and equipment maintenance and calibration

**Implications:** The LIM enhanced the laboratory skills of SSES learners and contributed to the planning of a well-structured science laboratory for their use.

**Conclusion:** The findings from the FGD guided the development of the LIM, which effectively improved the laboratory skills of Grade 6 SSES learners at Parada Elementary School. This manual serves as preparation for their Science, Technology, and Engineering (STE) application, ensuring readiness for future scientific studies.

For more information: For further details on the study, contact Pamela Dianne Y. De Arce or Mary Joyce L. Violeta.

## Research Brief:

### Library: A Center for Writing Enrichment of the STE Learners

**Introduction:** This study aimed to enhance STE learners' writing skills by utilizing the library as a writing enrichment center and providing targeted activities based on student needs.

#### Research Overview

- **Study Title:** Library: A Center for Writing Enrichment of the STE Learners
- **Research Conducted By:** Reyлина M. Delos Reyes
- **Duration:** February 2024 – May 2024

#### Methodology

- **Sample Size:** Purposive sampling was used to select English 8 teachers with at least five years of experience and Master Teachers in English as evaluators.
- **Design:** Developmental research focused on establishing the library as a writing enrichment hub.
- **Data Collection:** Focus Group Discussion (FGD): Conducted with English 8 teachers and the school librarian to identify effective teaching strategies and enrichment activities. Through interviews, highly proficient teachers provided feedback on writing strategies. Thematic analysis guided the development of a Library Task Manual based on participants' insights.

**Key Findings:** This applied research investigated the development of enrichment writing strategies and a library tasks manual specifically for the Science, Technology and Engineering (STE) program to enhance the writing skills of Grade 8 students.

**Implications:** Continuation of the next phase focusing on action research or further research on the effectiveness or innovation to determine the impact. In essence, by prioritizing writing enrichment the library becomes indispensable partner in the educational journey, empowering learners to become confident, skilled, and creative communicators.

**Conclusion:** The study developed a Library Task Manual using the ADDIE model, integrating expert feedback to enhance STE learners' writing skills.

**For More Information:** For further details on the study, contact Mrs. Reyлина M. Delos Reyes from Parada National High School and the email address is [reynila.mendoza@deped.gov.ph](mailto:reynila.mendoza@deped.gov.ph)

## Research Brief:

### **Gameful Thinking Skills (GTS) for Learning Engagement: Effect on Grade 6 Learners' Performance in Science**

**Introduction:** This action research investigated the effects of Gameful Thinking Skills (GTS) on learning engagement and learning performance in Grade 6 Science pupils for the 4th quarter period, SY 2023-2024 in Cay Pombo Elementary School, Sta. Maria West District.

#### **Research Overview**

- **Study Title:** Gameful Thinking Skills (GTS) for Learning Engagement: Effect on Grade 6 Learners' Performance in Science
- **Research conducted by:** Melody D. Calingacion
- **Duration:** February 2024 – May 2024

#### **Methodology**

- **Sample Size:** 42 students from a heterogeneous Grade 6-Diamond class participated.
- **Design:** The proponent adopted the Independent Variable and Dependent Variable (IV-DV) Model in the study to employ the effectiveness of GTS in learning engagement and learning outcomes of grade 6 pupils.
- **Data Collection:** Pre-test and post-test analysis to measure the impact of GTS on learning

**Key Findings:** Post-test results showed a significant increase in mean scores (from 36% to 79.39%), demonstrating substantial improvement in learning. The data confirms the effectiveness of GTS in enhancing student engagement and performance in Science 6.

**Implications:** The study supports integrating GTS into science education, particularly in Quarter 4, as a strategy to improve learning and motivation. The significant difference in scores suggests GTS effectively enhances students' conceptual understanding and engagement.

**Conclusion:** GTS positively influenced learning engagement and performance. Educators are encouraged to integrate gameful elements, foster a positive learning environment, use technology, and continuously assess and adapt instructional strategies to enhance science education.

For more information: For further details on the study, contact 0932 9908185, Cay Pombo Elementary School, at [melody.calingacion@deped.gov.ph](mailto:melody.calingacion@deped.gov.ph)



## Research Brief:

### **SNAD: Strategy Towards the Improvement of the 4F's Skills of Grade 2 Learners**

**Introduction:** This research aimed to determine the effectiveness of the SNAD Strategy in improving computational skills in four fundamental operations in Mathematics of Grade 2 learners of Matias A. Fernando Memorial School.

#### **Research Overview**

- **Study Title:** SNAD: Strategy Towards the Improvement of the 4F's Skills of Grade 2 Learners
- **Research Conducted By:** Apolinario P. Santos Jr.
- **Duration:** March 18 – May 30, 2024

#### **Methodology**

- **Sample Size:** 30 Grade 2 learners identified as non-numerates.
- **Design:** pretest-posttest control-group design
- **Data Collection:** numeracy tests

**Key Findings:** Results revealed the 30 non-numerates level of proficiency out of 30 learners with a low mean score of 29.77. In contrast, during the post-test, 28 of the learners became numerates and 2 became nearly numerates with a mean score of 83.45 which was significantly higher. This result led to a significant difference between the pre-test and post-test, with a p-value of 0.0001 and a t-value of 8.67, the hypothesis was rejected. This means it implies that the intervention was effective.

**Implications:** As a recommendation, SNAD (LAS) can be utilized as a regular assessment to assess the learners' weaknesses and apply the needed interventions like memorizing the multiplication table, etc. SNAD can be utilized as regular math remediation for four fundamental operations. The strategies in SNAD can be enhanced by integrating other higher complex 4Fs skills such as word problems.

**Conclusion:** The increased 4Fs skills during the post-test resulted from consistent implementation of the intervention. The materials employed met the learners' learning needs, and the consistency of SNAD activities led to skill mastery.

For further details on the study, contact Apolinario P. Santos Jr., Matias A. Fernando Memorial School at [apolinario.santosjr@deped.gov.ph](mailto:apolinario.santosjr@deped.gov.ph) or 0921-889-1045

## Research Brief:

### **Enhancing The Mastery of Basic Multiplication Facts Of Grade 4 Learners Through Gender Equality and Social Inclusion (GESI)-Based Learning Activity Sheets**

**Introduction:** This research focuses on enhancing the mastery of basic multiplication facts among Grade 4 learners using Gender Equality and Social Inclusion (GESI)-based learning activity sheets. By integrating GESI principles into Mathematics instruction, the study aims to create an inclusive and equitable learning environment that fosters improved academic performance and positive social values among pupils.

#### **Research Overview**

- **Study Title:** Enhancing The Mastery of Basic Multiplication Facts Of Grade 4 Learners Through Gender Equality and Social Inclusion (GESI)-Based Learning Activity Sheets
- **Research Conducted By:** Rhocell J. Calderon and Pamela Camille D. Galvez
- **Duration:** March 2023-June 2024

#### **Methodology**

- **Sample Size:** The sample size of this study consisted of 35 Grade 4 learners at the intermediate level of primary education.
- **Design:** The study employed a quasi-experimental design, specifically utilizing a one-group pretest-posttest approach.
- **Data Collection:** Data collection for this study involved administering a numeracy pretest and posttest to evaluate the learners' mastery of basic multiplication facts. Additionally, the researchers utilized observations and feedback forms to collect qualitative data.

**Key Findings:** The key findings of the study revealed that the use of GESI-based learning activity sheets significantly improved the learners' mastery of basic multiplication facts, as evidenced by higher posttest scores compared to pretest results. Additionally, observations and feedback indicated increased learner engagement, motivation, and a deeper appreciation for inclusivity and equality within the classroom setting.

**Implications:** Integrating GESI-based learning activity sheets into classroom instruction can help address gender and social biases while enhancing the mastery of basic multiplication facts, thereby fostering an equitable and supportive learning environment for all learners.

**Conclusion:** This research concluded that incorporating Gender Equality and Social Inclusion (GESI)-based learning activity sheets effectively enhanced the mastery of basic multiplication facts among Grade 4 learners..

For More Information: RHOCELL J. CALDERON & PAMELA CAMILLE D. GALVEZ  
Joni J. Villanueva-Tugna Elementary School, Bocaue District, Email:  
rhocell.jose@deped.gov.ph, Contact No.: 09686892384

## Research Brief:

### **MATATAG (Mastering Addition Through Advanced Teacher-Authored Games): An Intervention to Enhance the Additional Skills of Grade 1 Learners**

**Introduction:** This research investigates the effectiveness of the MATATAG (Mastering Addition Through Advanced Teacher-Authored Games) intervention in enhancing the addition skills of grade 1 learners. The study aims to determine if this innovative method leads to significant improvements in learners' addition abilities.

#### **Research Overview**

- **Study Title:** MATATAG (Mastering Addition Through Advanced Teacher-Authored Games): An Intervention to Enhance the Additional Skills of Grade 1 Learners
- **Research Conducted By:** Maria Filipina M. Delos Reyes, Mery Ann V. Bulaong and Mary Joy A. Viray
- **Duration:** March 2024 to May 2024

#### **Methodology**

- **Sample Size:** This study focused on the 32 learners from grade 1 that obtained a Non-Numeracy result on pre-assessment of Pre PAN administration and did not achieve MPL in Second Periodic Assessment in Mathematics.
- **Design:** The research designed for this study was exclusively quantitative, employing a quasi- experimental approach, specifically utilizing the one-group pretest-posttest design.
- **Data Collection:** The study assessed Grade 1 learners' addition skills through pretests and post-tests before and after implementing the MATATAG intervention.

**Key Findings:** This intervention study found that there is significant difference in Grade 1 pupil-participants' performance in mastering of addition before and after being exposed to MATATAG (Mastering Addition Through Advanced Teacher-Authored Games) strategy.

**Implications:** This study found that there is significant implications in Grade 1 pupil-participants' performance in mastering of addition after the implementation of different teacher-author games activities. Moreover, the pupils have positive perceptions on their experience with teacher created educational game activities.

**Conclusion:** Based on the findings of the study, came up with the conclusion that the learners mastered the utilization of MATATAG (Mastering Addition Through Advanced Teacher-Authored Games) activities and that they were effective in enhancing the mastery of addition of grade 1 pupils in this study.

For More Information, contact: Maria Filipina M. Delos Reyes, email: mariafilipina.delosreyes@deped.gov.ph /09061612030, Mery Ann V. Bulaong, email: meryann.bulaong@deped.gov.ph /09684678438, Mary Joy A. Viray, email: mary.viray@deped.gov.ph /09685053849, Bunducan Elementary School, Bocaue District.



## Research Brief:

### **Unearthing Parents' Stances on Issues Hindering Sustained Reading Proficiency in English Among Pupils in Taliptip Elementary School**

**Introduction:** This study investigates factors affecting reading proficiency among pupils in Taliptip Elementary School. Reading is critical for academic success, but challenges like comprehension issues, limited resources, excessive screen time, and parental disengagement hinder students' progress. The research highlights the role of parents and schools in addressing these barriers.

#### **Research Overview**

The study focuses on identifying obstacles to sustained reading proficiency and proposing solutions through a collaborative approach involving parents, teachers, and school administrators.

- **Research Conducted by:** Armida SJ. Santos, Jerbie DC. Villafuerte
- **Duration:** April 2024 – December 2024

#### **Methodology**

- **Type of Research:** Descriptive quantitative Sample Size: 130 parents of pupils who struggled with reading proficiency
- **Design:** Survey with structured guide questions validated by experts
- **Data Collection:** Questionnaires, interviews, and secondary sources like DepEd policies and related studies

**Key Findings:** Students demonstrate basic literacy skills, but many struggle with fluency and comprehension despite recognizing words. Limited educational resources and a lack of structured reading programs contribute to these challenges, alongside time constraints in schools. At home, online games and the unavailability of reading materials hinder literacy development, with varying levels of parental involvement. Other factors, such as excessive gadget use, outdoor distractions, and absenteeism, further impact students' reading proficiency.

**Implications:** Schools should invest in educational resources, provide teacher training, and implement structured reading programs to address literacy gaps. Parents play a crucial role in fostering a reading culture by managing screen time, providing reading materials, and actively participating in school initiatives. Policy makers should consider revising national reading programs to better address localized literacy needs and ensure more effective interventions.

**Conclusion:** Enhancing reading proficiency requires a collaborative effort between schools, families, and policymakers. By addressing barriers through targeted interventions and fostering a culture of reading, sustained literacy improvement can be achieved.

For more information, contact Jerbie DC. Villafuerte of Taliptip Elementary School at [jerbie13@gmail.com](mailto:jerbie13@gmail.com)

## Research Brief:

### **Digital Literature: Effect on the Reading Comprehension Level of Grade Six Learners**

**Introduction:** This study focuses on the improvement of the reading levels of Grade 6 learners at Jose L. Perez Memorial School. The intervention used was digital literature which is ready-made stories in digital format or videos with subtitles. Digital literature is effective as an intervention program in improving the reading comprehension level of Grade Six learners.

#### **Research Overview**

- **Study Title:** Digital Literature: Effect on the Reading Comprehension Level of Grade Six Learners
- **Research Conducted By:** Jovielyn C. Delos Santos
- **Duration:** February 2024- May 2024

#### **Methodology**

- **Sample Size:** out of 30 learners who scored 13 and below in the GST, 17 learners fell under the frustration and instructional level
- **Design:** This study employed quasi-experimental research to ascertain and dissect the potency of the use of digital literature in improving the level of comprehension of the learners. Quasi-experimental is a type of research that measures the effect of an intervention by comparing the scores before and after.
- **Data Collection:** Involved administering a reading comprehension pretest and posttest to evaluate the learners' reading level before and after using the Digital Literature. Tools include pretest and posttest assessments on PHIL IRI and Validated Teacher Made Test

**Key Findings:** The key findings of the study revealed that the use of Digital Literature significantly improved the learners' reading comprehension level as evidenced by higher posttest scores compared to pretest results

**Implications:** The use of Digital Literature gave a significant difference and may be attributed as an impact of the approach utilized in improving the reading comprehension of the learners. It shows that the utilization of digital literature given to the learners produced a significant effect on raising the reading comprehension level.

**Conclusion:** This research concluded that the comprehension level of Grade 6 learners had a significant increase after being exposed to utilization of Digital literature.

For further details on the study, contact Jovielyn C. Santos, Jose L. Perez Memorial School Bulakan District at [jovielyn.delossantos@deped.gov.ph](mailto:jovielyn.delossantos@deped.gov.ph)

## Research Brief:

### **Pinoy Fiesta Games: Effect on Grade 3 Pupils' Mastery of Basic Multiplication Facts**

**Introduction:** This study sought to enhance the mastery of multiplication facts among Grade 3 learners at Bambang Elementary School through a 5-day remediation program that combined manipulatives with culturally relevant Pinoy Fiesta games, fostering motivation, comprehension, and retention in an engaging and interactive learning environment.

#### **Research Overview**

- **Study Title:** Pinoy Fiesta Games: Effect on Grade 3 Pupils' Mastery of Basic Multiplication Facts
- **Research Conducted by:** Christoper DG. Santiago
- **Duration:** March 6- May 28, 2024

#### **Methodology**

- **Sample Size:** The study targeted 24 Grade 3 pupils selected through purposive sampling, specifically those who scored below 18 in the 2023 Regional Diagnostic Assessment in Mathematics.
- **Design:** The study employed a quasi-experimental one-group pretest-posttest design to assess the effectiveness of localized manipulative games in improving Grade 3 students' multiplication proficiency.
- **Data Collection:** Prior to the 5-week remediation program, 24 Grade 3 pupils took a pre-test, participated in daily 30-minute sessions facilitated by the researcher and monitored by Master Teachers, and completed a post-test afterward, with data collected under strict confidentiality protocols.

**Key Findings:** The study found that integrating manipulatives and game-based learning significantly improved learners' mastery of multiplication facts, as shown by a marked increase in their posttest scores compared to pretest results, demonstrating the effectiveness of these interactive methods.

**Implications:** The findings suggest that incorporating manipulatives and game-based learning into mathematics instruction can effectively enhance learners' engagement, motivation, and mastery of foundational skills in multiplication, making it a valuable approach for teachers to consider.

**Conclusion:** The study shows that using manipulatives and game-based learning helps Grade 3 learners improve their multiplication skills, as seen in their higher posttest scores. This method highlights the value of using fun and familiar activities in teaching math to keep students interested and improve their learning.

For More Information: Researcher: Christoper DG. Santiago, Contact Number: 09059740115, School: Bambang Elementary School, Email: christoper.santiago@deped.gov.ph



## Research Brief:

### Contextualized Game-based Spelling Intervention and its Effect on Grade 5 Learners' Spelling Skills in English

**Introduction:** This action research aims to determine the effect of Contextualized Game-based Spelling Intervention in the enhancement of spelling skills of grade 5 pupils in English. The intervention activities' content focused on categorized spelling errors such as phonological, orthographic, morphological, rule-based, etymological, typographical, and homophonic errors.

#### Research Overview

- **Research Conducted By:** Meann C. Ruga
- **Duration:** February 2024 to April 2024

#### Methodology

- **Sample Size:** The participants of the study were 33 Grade 5 learners identified as struggling learners with spelling difficulties in English. These participants were identified through a Spelling Test given by the researcher and failed to pass the 75% Proficiency Level.
- **Design:** The study used quasi-experimental (one-group pre-test post-test) was used in gathering the necessary data in the study to determine the effect of contextualized game-based spelling intervention.
- **Data Collection:** Data were gathered using Spelling Test (Pretest and Posttest) consisting of a 45-item test. The test structure has 7 categories which includes most of the spelling errors of the learners. The implementation period was done in four weeks with 30 minutes in every session during supervised study. All the data was recorded and documented with the assistance of the Master Teachers.

**Key Findings:** The key findings of the study proved that contextualized game-based spelling intervention had a significant impact for the improvement of learners' spelling skills which can be seen in the increase through the results of its posttest compared to the pretest scores.

**Implications:** The findings suggest that using contextualized game-based spelling intervention can enhance learners' spelling skills that is closely linked to reading comprehension and vocabulary development through engaging with different activities focusing on the usual spelling errors of the learners. The effectiveness of this method can be considered by the teachers who encounters with same problem.

**Conclusion:** The study shows that contextualized game-based spelling intervention were effective in the enhancement of spelling skills of grade 5 learners. Thus, this method helped the learners in improving their reading fluency and vocabulary skills through manipulative spelling games and this can be proven by its results in the posttest.

For further details of the study, contact 0932-527-9666, Balagtas Central School, mean.ruga@deped.gov.ph

## Research Brief:

### Improving the Multiplication Skills of Grade 3 Pupils through Supplementary Game-Based Intervention Activities

**Introduction:** The researcher aims to improve the multiplication skills of the learners using the supplementary gamed-based intervention activities such as Math Tetris, Math Jumping Balls, Dams and Ladders, and Math Plinko in the multiplication skills of Grade 3 pupils of Tibagan Elementary School. It is designed to enhance the performance goals, mastery and concepts about multiplying 2–3-digit number with or without regrouping.

#### Research Overview

- **Study Title:** Improving the Multiplication Skills of Grade 3 Pupils through Supplementary Game-Based Intervention Activities
- **Research Conducted By:** Lester S. Hernandez
- **Duration:** April-June 2024

#### Methodology

- **Sample Size:** The participants are the 33 Grade 3 pupils at Tibagan Elementary School. The group of participants is heterogeneous in terms of age, sex, and socio-economic status.
- **Design:** This study will utilize both the experimental and descriptive quantitative research designs.
- **Data Collection:** Pre-test and Post-test quantitative results will be analyzed using one group pre-test and post-test to compare the difference between scores and descriptive for level of perception on game-based learning intervention using Likert Scale.

**Key Findings:** Teacher-assisted gameplay increased students' interest and motivation in mathematics, leading to significant improvements in multiplication skills among Grade 3 pupils. Students were more engaged, enjoyed the learning process, and benefited from game-based experiences with teacher support.

**Implications:** Game-based learning (GBL) should be consistently applied to struggling pupils to enhance academic performance. Teachers' guidance during gameplay fosters motivation, deeper engagement, and better learning outcomes in mathematics.

**Conclusion:** The use of supplementary game-based interventions significantly improved the multiplication skills and proficiency levels of Grade 3 pupils at Tibagan Elementary School.

For more information: For further details of the study, contact 0922-8743445, Tibagan Elementary School and [lester.hernandez001@deped.gov.ph](mailto:lester.hernandez001@deped.gov.ph)

## Research Brief:

### Breaking Boundaries: Unleashing Problem-Based Lab Challenges Using ChemiQuest Lab Journal Kit for SHS Learners

**Introduction:** This research aims to enhance Sta. Lucia National High School Grade 12 students' understanding of General Chemistry 2 concepts, particularly focusing on intermolecular forces of solids and liquids. To achieve this, the study utilizes the ChemiQuest Lab Journal Kit, an innovative problem-based learning tool designed to engage students through real-life scenario-based experiments and challenges.

#### Research Overview

- **Study Title:** Breaking Boundaries: Unleashing Problem-Based Lab Challenges Using ChemiQuest Lab Journal Kit for SHS Learners
- **Research Conducted by:** Mark Joseph DL. Liongson
- **Duration:** January – May 2024

#### Methodology

- **Sample Size:** The participants in this study were selected using a census sampling or complete enumeration approach, encompassing all twenty-four (24) Grade 12 Science, Technology, Engineering, and Mathematics (STEM) Strand students from Sta. Lucia National High School.
- **Design:** This study utilized a pre-test post-test control group experimental design to examine the effect of the ChemiQuest Lab Journal Kit on Grade 12 students' proficiency in Intermolecular Forces of Solids and Liquids.
- **Data Collection:** The study assessed the effectiveness of the ChemiQuest Lab Journal Kit through a structured process, starting with baseline data collection and a pre-test for both experimental and control groups. The experimental group used the kit during the teaching phase, while the control group followed traditional methods.

**Key Findings:** Students using the ChemiQuest Kit showed significant proficiency gains, with a mean post-test score of 33.75 versus 20.50 in the control group. Statistical analysis confirmed its effectiveness ( $p < 0.001$ ), demonstrating improved engagement and learning outcomes.

**Implications:** Integrating problem-based learning tools like the ChemiQuest Kit into chemistry curricula can enhance student comprehension. Expanding its use to other subjects and grade levels may further improve academic performance.

**Conclusion:** The ChemiQuest Lab Journal Kit effectively enhanced Grade 12 students' understanding of Intermolecular Forces, leading to higher proficiency and reduced performance variability.

**For More Information:** For further details on the study, contact Mr. Mark Joseph DL. Liongson, Teacher III at Sta. Lucia National School – Calumpit North District at [markjoseph.liongson@deped.gov.ph](mailto:markjoseph.liongson@deped.gov.ph)



## Research Brief:

### Effectiveness of Individualized Learning Worksheets in Improving Mental Addition Skills of Grade 1 Learners

**Introduction:** To address the pressing challenge of improving numeracy skills among young learners, this study examines the role of Individualized Learning Worksheets (ILWs) in enhancing mental addition proficiency, specifically targeting Grade 1 learners, the research leverages constructivist and sociocultural theories to provide a robust foundation for the intervention. The study aims to evaluate the effectiveness of ILWs in addressing numeracy gaps, fostering significant performance improvements, and advancing early mathematical skills.

#### Research Overview

- **Study Title:** Effectiveness of Individualized Learning Worksheets in Improving Mental Addition Skills of Grade 1 Learners.
- **Research Conducted by:** Dezerie T. Cariaga, PhD, Mary Joy C. Cabriga, and, Leslie I. Solis
- **Duration:** March-May 2024

#### Methodology

- **Sample size:** The study involved 32 Grade 1 learners from Section Coconut at Northville IV Elementary School Marilao South District, for the School Year 2023-2024 who required substantial numeracy support.
- **Design:** One-Group Pre-Test Post-Test Quasi-Experimental Design
- **Data Collection:** Assessments included pre-tests, individualized learning worksheets, formative assessments, and post-tests to measure learner progress.

**Key Findings:** The intervention yielded notable results: Significant Improvement: Learners demonstrated a marked increase in mental addition skills, with post-test scores reflecting "Advanced" proficiency for all participants. Statistical Evidence: The mean pre-test score of 38.38% increased dramatically to 99.25% in the post-test. The calculated t-statistic of -16.29 and p-values approaching zero confirmed the intervention's effectiveness.

**Implications:** It has been suggested that the agreeable attitude of the learners when it comes to the use of the manipulative intervention material- Arithmetic Counting Techniques may influence their performance in adding and subtracting numbers correctly.

**Conclusion:** This study highlights the efficacy of Individualized Learning Worksheets in fostering numeracy skills among Grade 1 learners. By tailoring the intervention to meet specific learner needs, educators can, enhance mathematical proficiency at an early stage, and Provide a foundation for further research into the long-term impact of such methodologies on broader mathematical abilities.

For more Information: For further details on the study, contact Dezerie T. Cariaga, PhD, Northville IV Elementary School, at [dezerie.cariaga@depd.gov.ph](mailto:dezerie.cariaga@depd.gov.ph).

## Research Brief:

### **MTAP (Multiplication Table Advanced Practice): Upgrading the Traditional Rote Memorization to Enhance Multiplication Skills of Fifth Grade Pupils**

**Introduction:** This study shows Multiplication Table Advance Practice (MTAP) intervention's effectiveness in improving learners' mastery in multiplication. MTAP embraces the traditional rote memorization combined with active learning with the use of video lessons.

#### **Research Overview**

- **Study Title:** MTAP (Multiplication Table Advanced Practice): Upgrading the Traditional Rote Memorization to Enhance Multiplication Skills of Fifth Grade Pupils
- **Research Conducted By:** Maria Zorayda F. Zamora
- **Duration:** April 8 – September 10, 2024

#### **Methodology**

- **Sample Size:** 26 Grade 5 learners identified as non-numerates
- **Design:** Quasi-experimental, pretest-post test control group design
- **Data Collection:** numeracy test

**Key Findings:** The study revealed that the intervention significantly improved the multiplication skills of PGES fifth graders. A comparison of pre-test and post-test scores showed a notable increase in proficiency, demonstrating the effectiveness of the Multiplication 2 Level Window Card as a learning tool.

**Implications:** Mathematics teachers should develop engaging strategies that involve multiple senses in learning. While traditional rote memorization remains valuable, combining it with modern approaches, such as multiplication videos, enhances learning. School administrators should incorporate discussions on developing materials that blend rote and active learning, including video lessons for flexible learning. Further research should explore alternative teaching methods and track the same learners' progress in division, which relies on multiplication skills.

**Conclusion:** The intervention significantly enhanced students' multiplication skills, as shown by the improved post-test scores. The combination of rote memorization and visual learning tools proved effective, highlighting the need for integrating traditional and modern strategies to strengthen mathematical proficiency among fifth graders.

For Further details of the study: Contact Maria Zorayda F. Zamora at [mariazorayda.zamora@deped.gov.ph](mailto:mariazorayda.zamora@deped.gov.ph), Pulonggubat Elementary School, Guiguinto, Bulacan.

## Research Brief:

### Ready GATS, Go!: An Intervention in Enhancing Multiplication Skills of Fifth Grade Learners

**Introduction:** This research addresses the effectiveness of the Games, Activities, Tricks, and Songs (GATS) intervention that enhances multiplication competencies in fifth-grade students. The research evaluated it by checking if the scores before and after intervention bear any changes.

#### Research Overview

- **Study Title:** Ready GATS, Go!: An Intervention in Enhancing Multiplication Skills of Fifth Grade Learners
- **Research Conducted by:** Rhozane Jane P. Jumalon
- **Duration:** April to May 2024

#### Methodology

- **Sample Size:** 30 fifth-grade learners
- **Design:** The design used was a single-group pretest-posttest design.
- **Data Collection:** Descriptive statistics, paired t-tests, and the Wilcoxon Signed-Rank Test were applied for analyzing the results.

**Key Findings:** The GATS intervention significantly improved participants' multiplication skills, with a mean score increase of 30.03 from pretest to posttest. The standard deviation of 13.81 indicates varied improvement among learners. A paired t-test ( $t = 11.91$ ,  $p = 1.08 \times 10^{-12}$ ) confirmed the statistical significance of the results, proving the intervention's effectiveness in enhancing multiplication skills.

**Implications:** GATS can serve as a valuable tool for teaching multiplication, especially for students struggling with traditional methods. Schools should integrate game-based learning into math curricula to boost engagement and performance. Teachers need proper training to implement GATS effectively, ensuring inclusivity and adaptability to diverse learning needs.

**Conclusion:** The study confirms that GATS effectively enhances multiplication skills among fifth graders. Pretest results showed learning gaps, while posttest scores demonstrated significant improvement. Statistical analysis confirmed the intervention's impact, highlighting its potential to strengthen mathematical understanding and support academic growth.

For More Information: For further details of the study, contact Ms. Rhozane Jane P. Jumalon, Tiaong Elementary School, 09694340167, [rhozanejane.jumalon@deped.gov.ph](mailto:rhozanejane.jumalon@deped.gov.ph).



## Research Brief:

### **METER (Multiplication Exercises Through Enhanced Resources) on Developing Learners' Skills in Multiplication**

**Introduction:** The Mathematics Contextualized Project All Numerates (MCPAN) Pre-test in October 2023 revealed that 56.10% of Grade 6 learners in our school were non-numerates, struggling significantly with multiplication skills. To address this, the researchers propose using educational board games as an engaging and interactive method to improve these skills. This study aims to evaluate the effectiveness of giant-size board games (snakes and ladders and tic-tac-toe) in bridging the numeracy gap and enhancing learners' mathematical proficiency.

#### **Research Overview**

- **Research Conducted By:** Lea T. Agulto and Shella Marie S. Manahan
- **Duration:** April – May 2024

#### **Methodology**

- **Sample Size:** The respondents in this study will consist of 46 out of 82 learners, or 56.10% of the learners from Grade 6-Venus and Jupiter of San Roque Elementary School, Hagonoy, Bulacan, for the School Year 2023-2024.
- **Design:** A pretest will be given to the study's participants using a one-group pretest-posttest design.
- **Data Collection:** Data collection involves securing approval from the school head and district supervisor, obtaining parental consent and participant assent, preparing intervention materials, and administering pretests and posttests. Results are analyzed statistically using Paired t-tests to evaluate the intervention's effectiveness.

**Key Findings:** The study showed significant improvements in Grade 6 pupils' multiplication skills after using the METER (Multiplication Exercises Through Enhanced Resources) Approach. The pretest mean score of 9.48 increased to 24.71 in the posttest, with a significant mean difference of 15.23 ( $t = 14.5674$ ,  $p = 0.000$ ). Before the intervention, only 17.39% passed, but after METER, 95.12% achieved the passing score.

**Implication:** The study implies that giant-size board game versions of snakes and ladders and tic-tac-toe can effectively improve multiplication skills and address learning gaps. It highlights the value of creative, resource-based strategies in enhancing student achievement.

**Conclusion:** The giant-size board game versions of snakes and ladders and tic-tac-toe effectively enhanced Grade 6 pupils' multiplication skills, as shown by significant score improvements and increased passing rates, successfully addressing learning gaps.

For further details on the study, contact Lea T. Agulto of Buga Elementary School at [lea.agulto@deped.gov.ph](mailto:lea.agulto@deped.gov.ph) and Shella Marie S. Manahan of San Roque Elementary School at [104856@deped.gov.ph](mailto:104856@deped.gov.ph)

## Research Brief:

### Utilization of Newman's Error Analysis in Mathematics Learning Remediation for Grade 1 Learners

**Introduction:** It is evident from the low performance of Grade 1 SSES students in Mathematics Contextualized Project Numerates (MCPan) that they need to improve their mathematical abilities in order to comprehend and use word problem-solving strategies and approaches more effectively. The researcher set out to address this issue by creating and assessing the usefulness of utilizing Newman's error analysis in mathematics learning remediation for Grade 1-SSES.

#### Research Overview

- **Research Conducted by:** Maria Teresa G. Fornacil
- **Duration:** April-May 2024

#### Methodology

- **Sample Size:** The study involved 29 pupils (12 male, 17 female) from Grade 1 SSES learners, selected based on the low MCPan assessment scores.
- **Design:** A developmental, pre-experimental research using a one group pretest-posttest design.
- **Data Collection:** The SQUAT tool was used to develop and validate the used materials. Using a rubric, learners' performance is evaluated both before and after. A 15- teacher-made questionnaire was used to record the experiences and opinions of the students.

**Key Findings:** The results indicated a high level of acceptability for the developed materials with the Wilcoxon Signed Ranks Test results, with a Z value of -4.732 and an asymptotic significance (2-tailed) of .000, show a significant improvement in the learners' performance after the remediation. This significant statistical difference underscores the effectiveness of Newman's Error Analysis in helping Grade 1 learners overcome their struggles with word problems.

**Implications:** Effectively applied Newman's Error Analysis in Mathematics 1, improved learners problem solving abilities, and inspired them, providing a replicable methodology for filling in skill gaps in Mathematics education. Effectively applied Newman's Error Analysis in Mathematics 1, improved student's problem solving abilities, and inspired them, providing a replicable methodology for filling in skill gaps in mathematics education.

**Conclusions:** In order to support their wider integration into mathematics instruction, Grade 1 SSES learners' problem-solving abilities were greatly enhanced by the application of Newman's Error Analysis in Mathematics.

For further details in the study, contact Maria Teresa G. Fornacil, Hagonoy West Central School, at [mariateresa.fornacil@deped.gov.ph](mailto:mariateresa.fornacil@deped.gov.ph)

## Research Brief:

### Arithmetic Counting Techniques through Manipulatives: Effect on the Numeracy Skills of Grade 1 Pupils

**Introduction:** To solidify the numeracy skills of learners as young as Grade 1 successfully, the use of effective representations and math manipulatives can be an effective tool to understand mathematical concepts to a greater extent. Therefore, this study aimed to determine the effectiveness of Arithmetic Counting Techniques through manipulatives on the numeracy skills of Grade 1 pupils in adding and subtracting numbers.

#### Research Overview

- **Study Title:** Arithmetic Counting Techniques through Manipulatives: Effect on the Numeracy Skills of Grade 1 Pupils
- **Research Conducted by:** Melchor L. Espiritu Jr., PhD, Edlyn G. Vendicacion, Cecilia G. Huevos
- **Duration:** March-May 2024

#### Methodology

- **Sample size:** The participants of the study were the 30 Grade 1, section Sampaguita pupils of Lias Elementary School, Marilao South District, for the School Year 2023-2024
- **Design:** The study employed a quasi-experimental type of research, specifically a one-group pretest and posttest design.
- **Data Collection:** A ten-item multiple choice type pretest and posttest numeracy assessments were given to the pupils before and after the intervention.

**Key Findings:** The study found that using manipulative materials can provide pupils with concrete, meaningful, and enjoyable hands-on learning opportunities that can positively strengthen their skills. It also strongly supports the use of MELC-tailored and self-crafted manipulatives not just in teaching Mathematics but in other learning areas as well as in presenting lessons more engagingly and dynamically.

**Implications:** It has been suggested that the agreeable attitude of the learners when it comes to the use of the manipulative intervention material- Arithmetic Counting Techniques may influence their performance in adding and subtracting numbers correctly. Moreover, their interest in learning was boosted since they were given equal opportunities to listen, talk, count, solve, and do tasks.

**Conclusion:** It is concluded that the use of Arithmetic Counting Techniques (ACT) through manipulatives as an intervention material was found to be effective in improving the numeracy skills of Grade 1 pupils, as reflected in their pretest and posttest mean scores.

For more Information: For further details on the study, contact Melchor L. Espiritu Jr., Lias Elementary School, at [melchor.espiritu@deped.gov.ph](mailto:melchor.espiritu@deped.gov.ph).



## Research Brief:

### **Turntable Board: Gamified Tool on Improving Grade 2 Learners' Multiplication Skills**

**Introduction:** This study investigates the effectiveness of using the Turntable Board, a gamified teaching tool, to enhance multiplication skills among grade 2 learners. It seeks to address challenges in conceptualizing multiplication concepts and improve learners' engagement and academic performance in Mathematics.

#### **Research Overview**

- **Study Title:** Turntable Board: Gamified Tool on Improving Grade 2 Learners' Multiplication Skills
- **Research Conducted By:** Ma Jereme D. Mendoza
- **Duration:** April – May 2024

#### **Methodology**

- **Sample Size:** The study involved 20 grade 2 learners from Abangan Sur Elementary School.
- **Design:** A pre-experimental, one-group pretest-posttest research design was used to evaluate the effectiveness of the Turntable Board intervention.
- **Data Collection:** Data were collected through a researcher-made 20-item pretest and posttest questionnaire that assessed learners' multiplication skills. Statistical analysis, including paired t-tests, was conducted to determine the significance of changes in performance.

**Key Findings:** The study revealed a significant improvement in learners' multiplication skills following the intervention. The mean pretest score increased to a posttest mean score, demonstrating the effectiveness of the Turntable Board. The t-test analysis further confirmed a statistically significant difference between pretest and posttest scores, validating the intervention's impact. These findings suggest that the Turntable Board, with its gamified approach, enhances learners' conceptual understanding and engagement in learning multiplication.

**Implications:** The Turntable Board provides a hands-on and interactive learning experience that promotes conceptual understanding of multiplication. Teachers can use this tool as part of professional development to refine their instructional practices. Additionally, the tool's effectiveness highlights the need for curriculum developers to incorporate gamified interventions into early mathematics education.

**Conclusion:** The study concluded that the Turntable Board significantly improved multiplication skills among grade 2 learners, making it a valuable pedagogical tool. Its implementation offers engaging, interactive, and effective strategies for enhancing Mathematics instruction.

For further details on the study, contact Ma Jereme D. Mendoza, Abangan Sur Elementary school, at [ma.mendoza018@depd.gov.ph](mailto:ma.mendoza018@depd.gov.ph)

## Research Brief:

### Number Band: An Aid to Improve Addition Skills of Grade 2 Learners

**Introduction:** The study intended to increased addition skills of Grade 2 learners' using Number Band in Ipo Elementary School, District of Norzagaray East this School Year 2023-2024. Specifically, it intended to describe the addition skills before and after using Number band and to find out if there is a significant difference among learners' level of addition skills when there were exposed to Number Band.

#### Research Overview

- **Study Title:** Number Band: An Aid to Improve Addition Skills of Grade 2 Learners
- **Research Conducted by:** Diana Lyn C. Boticario
- **Duration:** March 2024 – May 2024

#### Methodology

- **Sample size:** Participants are 26 Grade 2 learners from Ipo Elementary School.
- **Design:** A purposive sampling method used in choosing the research participants. Primarily, participants chosen based on their classification as "Non-Numerates" according to the assessment criteria of PAN in mathematics. This sampling method was under a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample.
- **Data Collection:** Data were gathered using numeracy test which composed of 15-item multiple choice.

**Key Findings:** The use of Number Band significantly improves learners' mastery of addition skills in Mathematics, as evidenced by a notable difference between the pretest and posttest results of the pupils.

**Implications:** The successful use of Number Band in enhancing addition skills suggests that its application should be expanded beyond Grade 2, to benefit learners in other elementary grade levels. This could lead to a more widespread improvement in foundational mathematics skills across the elementary school curriculum.

**Conclusion:** Results from this study clearly indicate that the use of Number Band has a significant impact as to the enhancement of learners' mastery of learning competencies in Mathematics.

Based on the findings of the study, there is a significant difference between the pupils' level of addition skills in pretest and posttest when they utilized Number Band.

For more Information, contact Diana Lyn C. Boticario, Ipo Elementary School, at [dianalyn.boticario@deped.gov.ph](mailto:dianalyn.boticario@deped.gov.ph).

## Research Brief:

### Montessori-Inspired Handmade Toy: A Tool for Improving the Basic Arithmetic Skills of Grade 1 Learners

**Introduction:** This study evaluated the effectiveness of a Montessori-Inspired Handmade Toy in improving the basic arithmetic skills of Grade 1 learners, specifically in addition and subtraction. A quasi-experimental one-group pretest-posttest design was employed, involving 24 Grade 1 learners from Timoteo Policarpio Memorial Elementary School. The intervention utilized a Montessori-Inspired Handmade Toy aimed at fostering hands-on, experiential learning within a child-centered environment.

#### Research Overview

- **Research Conducted By:** Lerry P. Pronebo
- **Duration:** April 2024 – May 2024

#### Methodology

- **Sample Size:** The study's participants were 24 learners from the Grade 1 Malinis section of Timoteo Policarpio Memorial Elementary School.
- **Design:** This study employed a quasi-experimental methodology utilizing a one-group pretest-posttest research design.
- **Data Collection:** The pre-test and post-test results of grade 1 learners served as the basis for conducting this research. These assessments were conducted in a paper-based format. To maintain the confidentiality of participants' responses, each participant was assigned a unique identification number or code.

**Key Findings:** The study concludes that the Montessori-Inspired Handmade Toy is an effective educational tool for enhancing basic arithmetic skills in young learners. These findings support the adoption of Montessori-inspired methods in early childhood education and suggest that future research should explore the broader applicability of such interventions across various educational contexts.

**Implications:** Integrating Montessori-inspired Handmade Toy. These tools have proven effective in engaging learners in hands-on, experiential learning, which can foster a deeper understanding of fundamental arithmetic concepts. This would equip them with the necessary skills to effectively integrate these practices into their classrooms.

**Conclusion:** The findings support the integration of Montessori-inspired tools in early childhood education, highlighting their potential to engage learners in meaningful, hands-on learning experiences that promote deeper understanding and skill development. The effectiveness of this intervention reinforces the value of child-centered, experiential learning approaches in the classroom.

For further details of the study contact Mrs. Lerry P. Pronebo, Timoteo Policarpio Memorial Elementary School, at [lerry.palma@deped.gov.ph](mailto:lerry.palma@deped.gov.ph)



## Research Brief:

### **Sumusubok at Umuunlad sa Matematika (SUM) Mungkahing Kagamitang Panturo sa Pagpaunlad ng Kaalaman sa Pagdaragdag na may Kabuuang Hindi Hihigit sa Labing-lima**

#### **Panimula:**

Ang pag-aaral na ito ay naglalayong mapaunlad ang kaalaman ng mga mag-aaral sa Baitang 1 ng Paaralanag Elementarya ng Ipo, Distrito ng Silangang Norzagaray, Taong Pampanuruan 2023-2024 sa addition o pagdaragdag na may kabuuang hindi hihigit sa labim-lima. Ang layunin ng saliksik na ito ay upang imbestigahan ang kapakinabangan ng SUM sa kakayahan ng mga mag-aaral sa pagdaragdag. Ang mungkahing kagamitang panturo ng mananaliksik na naglalaman ng iba't ibang video clips mula sa mga natuklasang mga kahirapang kinakaharap ng mga mag-aaral sa paggamit ng mga termino sa matematika at ang mga kaugnay na konsepto nito ay gagamitin upang mabawasan ang naturang problema.

#### **Pangkalahatang Ideya ng Pananaliksik**

- **Pamagat:** Sumusubok at Umuunlad sa Matematika (SUM): Mungkahing Kagamitang Panturo sa Pagpaunlad ng Kaalaman sa Pagdaragdag na may Kabuuang Hindi Hihigit sa Labing-lima
- **Pananaliksik ni:** Zhamira A. Palad
- **Sakop ng Panahon:** Marso 2024 – Mayo 2024

#### **Metodolohiya**

- **Kalahok:** Ang mga kalahok sa pag-aaral na ito ay ang labing-siyam (19 ) na mag-aaral sa Baitang 1 seksyon Matapat na kasalukuyang naka-enroll sa Ipo Elementary School para sa Taong Pampanuruan 2023-2024.
- **Disenyo ng Pananaliksik:** Ang pag-aaral ay gumamit ng isang quasi-experimental na disenyo, partikular ang one-group pretest at posttest.
- **Pangangalap ng Datos:** Ang mga datos ay nakolekta gamit ang pagsusulit sa numerasiya na binubuo ng 30-item na pagdaragdag.

**Pangunahing Resulta:** Ang paggamit ng SUM (Strategic Understanding in Mathematics) ay nagdala ng makabuluhang epekto sa pagpapaunlad ng kaalaman at kasanayan ng mga mag-aaral. Mayroong makabuluhang pagkakaiba sa antas ng kasanayan ng mga mag-aaral sa pagdaragdag mula sa pre-test patungo sa post-test, na nagpapakita ng positibong pag-unlad sa kanilang mga kakayahan matapos gamitin ang SUM.

**Konklusyon:** Ang mga resulta ng pag-aaral na ito ay malinaw na nagpapakita na ang paggamit ng SUM ay may makabuluhang epekto sa pagpapaunlad ng kaalaman at kasanayan ng mga mag-aaral sa mga kakayahang pangmatematika.

Para sa karagdagang impormasyon tungkol sa pag-aaral, makipag-ugnayan kay Zhamira A. Palad, Ipo Elementary School, sa [zhamira.palad001@deped.gov.ph](mailto:zhamira.palad001@deped.gov.ph)

## Research Brief:

### Maximizing Division Mastery in Grade 5 Learners through a Teacher-Created Hands-On Manipulative Tool

**Introduction:** This action research aimed to investigate the effectiveness of a teacher-crafted hands-on manipulative tool in improving division mastery among Grade 5 learners. The tool, called DiviSlide, was designed to help learners develop a deeper understanding of division concepts through hands-on activities.

#### Research Overview

- **Study Title:** Maximizing Division Mastery in Grade 5 Learners through a Teacher-Created Hands-On Manipulative Tool
- **Research Conducted by:** Erwin S. Santiago
- **Duration:** April to May 2024

#### Methodology

- **Sample Size:** 50 grade 5 learners
- **Design:** The selected research design, the quasi-experimental one-group pretest-posttest design, was particularly well-suited for achieving the research objectives.
- **Data Collection:** The collected data was meticulously tabulated, organized, analyzed, and interpreted by the researcher.

**Key Findings:** Students who received the Divislides intervention showed significant improvement in solving complex math problems, particularly those that required breaking down larger numbers into smaller, more manageable parts. The intervention helped students develop a deeper understanding of the concept of division and its applications in real-life scenarios.

**Implications:** As teachers, we have the power to shape the math learning journey of our students. By incorporating the teacher-crafted hands-on manipulative tool into our daily lessons, we can empower our Grade 5 learners to master division skills.

**Conclusion:** Using a teacher-crafted hands-on manipulative tool can help Grade 5 learners master division skills. This tool helps students understand the concept of division by providing a tangible representation of the operation. The results show that students who used the tool had significant improvements in their division skills compared to those who did not. This suggests that the tool is an effective way to support students in developing their division mastery. The findings of this study highlight the importance of incorporating hands-on activities and manipulatives into math instruction to enhance student learning.

**For More Information:** For further details of the study, contact Mr. Erwin S. Santiago, Timoteo Policarpio Memorial Elementary School, 09106466955, [erwin.santiago@depd.gov.ph](mailto:erwin.santiago@depd.gov.ph).

## Research Brief:

### Super Geo: Math Game Worksheets in Improving the Numeracy Skills of Grade 5 Learners

**Introduction:** This study looks at how "Super Geo: Math Game Worksheets" can help Grade 5 learners at Apugan Elementary School improve their math skills. Using a study design with pretests and posttests, it compared two groups of students: one using the worksheets and one using regular self-learning modules. The goal was to see if the game-based worksheets made a difference in learning math.

#### Research Overview

- **Study Title:** "Super Geo: Math Game Worksheets in Improving the Numeracy Skills of Grade 5 Learners."
- **Research Conducted by:** Geofrey M. Granada
- **Duration:** April to May 2024

#### Methodology

- **Sample Size:** 30 grade 5 learners
- **Design:** To gather the important data, a quasi-experimental design (one-group pre-test post-test) was used. Pre-test and post-test were the main instruments of this study to gather necessary information from selected 30 Grade V learners.
- **Data Collection:** Data was collected using numeracy test.

**Key Findings:** The study found that several things affected students' ability to learn math. These included difficulty in understanding math concepts (80.65%), lack of parental support (70.97%), and lack of proper learning materials (64.52%). After using the worksheets, students in the experimental group showed much better test scores compared to the control group. They were more engaged and motivated to learn math, showing the effectiveness of the Super Geo game-based worksheets.

**Implications:** The results show that using fun and interactive tools like the "Super Geo: Math Game Worksheets" can make a big difference in helping students learn math. Schools should consider using these kinds of tools to make math more exciting. Teachers should also receive training on how to use such tools effectively.

**Conclusion:** The use of Super Geo: Math Game Worksheets as an intervention was particularly effective in enhancing the mathematical abilities of students who initially struggled, suggesting that game-based learning can be a powerful tool for improving student engagement and understanding as to the enhancement of their mastery of competencies in Mathematics.

For More Information: For further details of the study, contact Mr. Geofrey M. Granada, Pasong Callos Elementary School, 09684634296, [geofrey.granada@deped.gov.ph](mailto:geofrey.granada@deped.gov.ph)



## Research Brief:

### Utilizing Reward-Based Puzzles as an Intervention to Improve Grade 2 Learners' Proficiency in Addition

**Introduction:** The researcher aimed to evaluate the effectiveness of Reward-Based Puzzles (RBP) as an intervention to improve the addition proficiency of Grade 2 learners needing support based on Rapid Mathematics Assessment (RMA) results. A quasi-experimental one-group pretest-posttest design was employed, involving 27 Grade 2 learners from Timoteo Policarpio Memorial Elementary School. The intervention spanned four weeks and included weekly formative assessments and pretest/posttest evaluations using teacher-made instruments.

#### Research Overview

- **Research Conducted By:** Minerva M. Guieb
- **Duration:** April – May

#### Methodology

- **Sample Size:** The study involved 27 Grade 2 learners from the Daisy class at Timoteo Policarpio Memorial Elementary School.
- **Design:** Employed a quasi-experimental one-group pretest- posttest design.
- **Data Collection:** A pretest was administered to collect baseline data prior to the intervention. During the intervention phase, the RBP strategy was introduced following established guidelines and methodologies. Weekly formative tests were also administered to monitor progress and assess the effectiveness of the intervention. Upon completion of the intervention period, a posttest was conducted to evaluate changes or outcomes resulting from the intervention.

**Key Findings:** The findings of this study demonstrate that the implementation of the RBP intervention significantly enhanced the addition proficiency of Grade 2 learners. The intervention proved to be an effective strategy for fostering mathematical skills, as it actively engaged learners and provided immediate feedback and motivation through rewards.

**Implications:** By integrating elements of play and reward, the RBP intervention created a positive learning environment that encouraged active participation and perseverance among learners. This study underscores the importance of innovative instructional methods that cater to diverse learning needs and engage students in meaningful and enjoyable ways.

**Conclusion:** This Reward-based puzzles have proven effective and enjoyable learning tool for engaging learners in hands-on experiential learning which can foster a deeper understanding of fundamental arithmetic concepts.

For further details of the study, Contact: Mrs. Minerva M. Guieb at [minerva.mguieb@deped.gov.ph](mailto:minerva.mguieb@deped.gov.ph), Timoteo Policarpio Memorial Elementary School Norzagaray, Bulacan.

## Research Brief:

### Utilizing DeciGrid in Teaching Addition and Subtraction of Decimals to Grade 5 Learners

**Introduction:** This study intends to determine the significant impact that DeciGrid has on pupils' ability to accurately perform operations on decimals, specifically among Grade 5 pupils at Luis Gravador Elementary School.

Quantitative research is used by the researcher, specifically one-group pretest-posttest designs. A 20-item pretest and post-test can be used to collect quantitative data. In total, 41 pupils of Grade 5 -Aquino participated in the study.

It achieved the target in 20 days or one month, with 5-hour sessions a week during remedial time or after class.

#### Research Overview

- **Study Title:** Utilizing DeciGrid in Teaching Addition and Subtraction of Decimals to Grade 5 Learners
- **Research Conducted By:** Geraldine S. Buluran, PhD
- **Duration:** March – May 2024

#### Methodology

- **Sample Size:** Out of the four sections, the Grade 5-Aquino participated in the research study.
- **Design:** The researcher utilized quantitative research particularly the one-group pretest-posttest design among Grade 5 learners.
- **Data Collection:** Records of students' Project All Numerates scores and Pre-test scores of teacher' made test will be the basis for conducting this research.

#### Implications:

1. Using DeciGrid can help students visually grasp the relationship between decimal values and their positions (tenths, hundredths, etc.), making abstract concepts more concrete. Visual aids such as DeciGrids may reduce errors caused by misunderstanding decimal place values. Hands-on activities using deciGrids can make learning decimals more interactive, appealing to kinesthetic and visual learners.

**Conclusions:** Based on the findings of the study, the research suggests that the intervention utilized in LGES fifth graders has significantly affect their performance in adding and subtracting decimals. The pupils who used the DeciGrid intervention demonstrated a notable increase in their ability to perform operations with decimals. The intervention assisted the students in gaining a deeper comprehension of the idea of decimals and how it applies to actual situations.

Further details of the study, contact Geraldine S. Buluran, PhD at [geraldine001@deped.gov.ph](mailto:geraldine001@deped.gov.ph), Luis Gravador Elementary School, Norzagaray West District, Norzagaray, Bulacan

## Research Brief:

### **Pagpapahusay ng Kakayahang Panggramatika ng Mag-aaral sa Baitang 11 Gamit ang E-Polyeto**

**Panimula:** Ang polyeto ay isang kagamitang pampagtuturo na naglalayong mapadali ang pagkatuto at pagkaunawa ng mag-aaral sa tiyak na aralin. Ang e-polyeto sa pag-aaral na ito ay ginawa ng mananaliksik upang mapahusay ang kakayahang panggramatika ng mag-aaral sa baitang 11.

#### **Pangkalahatang Ideya ng Pananaliksik**

- **Pamagat:** Pagpapahusay ng Kakayahang Panggramatika ng Mag-aaral sa Baitang 11 Gamit ang E-Polyeto
- **Pananaliksik ni:** Mharikith E. Fababier
- **Sakop na Panahon:** Abril – Mayo 2024

#### **Metodolohiya**

- **Kalahok:** 30 mag-aaral ng baitang 11 na kinakitaan ng kahinaan sa kakayahang panggramatika
- **Disenyo ng Pananaliksik:** one-group pretest-posttest quasi-experimental
- **Pangangalap ng Datos:** panimula at pangwakas na pagtataya

**Pangunahing Resulta:** Ang resulta ng pag-aaral ay nagpapakita na epektibo ang paggamit ng e-polyeto sa pagpapahusay ng kakayahang panggramatika ng mag-aaral. Sa panimulang pagtataya, nakapagtala ang grupo ng Mean na 12.60 na may katumbas na paglalarawang Karaniwan at Mean na 20.77 sa pangwakas na pagsusulit na may paglalarawang antas na Mahusay. Ito ay nagpapahiwatig na umunlad ang kasanayan ng mag-aaral na mula sa Karaniwan ay naging Mahusay. Ang paghahambing ng paunang pagtataya at pangwakas na pagtataya na mayroong Mean difference na -8.167, T-test value na -14.443 at P-value na 0.000. Ipinakikita nito na nagkaroon ng malaking pag-unlad sa kakayahang panggramatika ng mag-aaral makaraang gamitin ang e-polyeto.

**Implikasyon:** Iminumungkahi ng mananaliksik na gamitin ang polyeto sa mas mababang antas ng sekondarya upang bago pa man makatuntong ang mag-aaral sa Senior High School ay bihasa na sila sa gramatika lalo na sa paggamit ng mga salitang pangkayarian.

**Konklusyon:** Pinatunayan ng mga datos ng pag-aaral na ito na makatutulong sa pagpapaunlad ng kasanayan ng mga mag-aaral sa gramatika ang paggamit ng e-polyeto sa larangan ng pagtuturo at pagkatuto.

For More Information: For further details on the study, contact Mharikith E. Fababier, Bunsuran National High School at [mharikith.fababier@deped.gov.ph](mailto:mharikith.fababier@deped.gov.ph).



## Research Brief:

### **Contextualized Activity Material in Fostering Automaticity of Multiplication Facts From 1-10 among Grade 3 Learners**

**Introduction:** This study transforms the process of learning multiplication facts by embedding relevant situations and images that deepen the learner's understanding and significantly improve the speed of recall in multiplication. Contextualized Activity Material builds a strong foundation in Mathematics, especially in multiplication facts through relatable scenarios and meaningful activities.

#### **Research Overview**

- **Study Title:** Contextualized Activity Material in Fostering Automaticity of Multiplication Facts From 1-10 among Grade 3 Learners
- **Research Conducted By:** Rogelyn P. Diola
- **Duration:** February 2024-May 2024

#### **Methodology**

- **Sample Size:** The sample size of this study consisted of 28 Grade 3 learners.
- **Design:** This study utilized the explanatory sequential mixed-methods research design, specifically utilizing the one-group pretest-posttest approach.
- **Data Collection:** Grade 3 learners' automaticity in multiplication facts was assessed via pre-and post-tests, while interviews and thematic analysis were used to evaluate the effectiveness of contextualized activity material.

**Key Findings:** The key findings of the study demonstrate a significant improvement in Grade 3 learners' automaticity of multiplication facts (1-10) after implementing Contextualized Activity Material. Post-test scores showed a marked increase compared to pre-test scores, providing quantitative evidence of enhanced fact fluency. Qualitative data revealed a notable rise in learners' self-confidence and motivation regarding multiplication fact acquisition. The noted outcomes support the efficacy of contextualized activity materials in fostering both skill mastery and positive learning attitudes.

**Implications:** Contextualized Activity Material, as an inclusive approach to improving mathematical proficiency, enhances basic multiplication of fact learning, fosters cultural understanding, and creates an equitable, supportive learning environment for the learners.

**Conclusion:** Incorporating Contextualized Activity Material effectively enhanced the automaticity of multiplication facts among Grade 3 learners. The approach improved mathematical proficiency and fostered connections in the community.

For more information: For further details on this study, contact 09684635731, Balatong B Elementary School, 105023@deped.gov.ph

## Research Brief:

### Enhancing Grade 6 Pupils' Skills in Solving Division Through the Use of Grid Method

**Introduction:** This research aims to enhance Grade 6 pupils' division skills using the Grid Method, an alternative to long division that many find confusing. While similar to traditional long division, it offers a different organization that simplifies the process for some students.

#### Research Overview

- **Study Title:** Enhancing Grade 6 Pupils' Skills in Solving Division Through the Use of Grid Method
- **Research Conducted By:** Marjorie Claire H. Franco
- **Duration:** February 2024 – May 2024

#### Methodology

- **Sample Size:** The experimental group comprised 17 males and 8 females, while the control group included 16 males and 9 females, totaling 50 participants in the study. They were selected based on the MCPAN Pre-Test and categorized as Non-Numerates.
- **Design:** This study used a quasi-experimental design. The experimental group learned the grid method, while the control group utilized traditional long division. Both groups took pre-tests and post-tests. A quantitative approach assessed pupils' perceptions of the grid method for solving long division.
- **Data Collection:** The researcher first assessed prior knowledge with a pre-test for both groups. Then, they learned how to divide three- to four-digit numbers by one- to two-digit divisors. A post-test followed to evaluate learning outcomes, and Likert scale questionnaires gathered students' perceptions on the effectiveness of the Grid Method.

**Key Findings:** The result indicates that the use of grid method is remarkably better than the traditional method in enhancing the skills in solving division problems of grade 6 learners.

**Implications:** The intervention likely offered a focused learning experience, helping struggling learners. Consistent use of structured activity sheets is recommended to boost students' division skills and Math performance.

**Conclusion:** The implementation of the Grid Method for dividing whole numbers resulted in significantly higher post-test scores in the experimental group. This suggests that proper use of the Grid Method in teaching long division can enhance students' division skills.

For more information: Marjorie Claire H Franco, Balatong Elementary School, Pulilan District, Email: marjorieclaire.hilario@deped.gov.ph, Mobile Phone: 09434219700

## Research Brief:

### Enriching Grade 3 Learners' Multiplication Skills Through Skip Counting Pads

**Introduction:** This research focuses on enriching the mastery of basic multiplication facts among Grade 3 learners using Skip Counting Pads. Using the intervention material Skip Counting Pads into Mathematics subjects and instruction this study aims to enrich and improve grade 3 learners multiplication skills.

#### Research Overview

- **Study Title:** Enriching Grade 3 Learners' Multiplication Skills Through Skip Counting Pads
- **Research Conducted By:** Joahnnna Marie T. Arceo
- **Duration:** March 2023 – June 2024

#### Methodology

- **Sample Size:** The sample size of this study consisted of 32 Grade 3 learners.
- **Design:** This study employed an explanatory sequential mixed-methods research design. Pre-experimental one-group pre-test post-test research design tested whether there was a significant difference in the level of multiplication skills of grade three learners before and after the intervention. Qualitative data determined the perceptions or feelings of the grade three learners towards the use of skip counting pads.
- **Data Collection:** Descriptive statistics and paired sample T-test were utilized to analyze the data collected. And, thematic analysis was used to determine the perceptions of the learners towards the use of skip counting pads.

**Key Findings:** The key findings of the study revealed that the use of Skip Counting Pads enriched learners' mathematical skills, as evidenced by higher posttest scores compared to pretest results. Additionally, learners expressed positive perceptions on the use of skip counting pads.

**Implications:** The intervention materials can enrich learners' skills in the basic fact of multiplication. Also, parents and teachers can work hand in hand for the improvement of the learners in terms of their studies.

**Conclusion:** The study concluded that using Skip Counting Pads enriched the multiplication skills of the Grade 3 learner-participants. Furthermore, the participants had an overall positive perception towards the use of Skip Counting Pads. They were enthusiastic and excited about the material.

For further details on the study, contact Joahnnna Marie t. Arceo, Sto. Cristo Elementary School, at [joahnnamarie.arceo@deped.gov.ph](mailto:joahnnamarie.arceo@deped.gov.ph), contact number 09931840126.



## Research Brief:

### Structured Activity Sheets on Grade 6 Learners' Division Skills

**Introduction:** This research aims to improve the division skills of Grade 6 learners using structured activity sheets. These sheets use the acronym DMSB (Dad, Mom, Sis, Bro) to explain the long division process, covering division, multiplication, subtraction, and the "bring down" method. Activities are included to reinforce understanding and help students master division through repetition, enhancing their performance in Mathematics.

#### Research Overview

- **Study Title:** Structured Activity Sheets on Grade 6 Learners' Division Skills
- **Research Conducted By:** Michelle V. Pascual
- **Duration:** March 2024 – May 2024

#### Methodology

- **Sample Size:** The participants comprised 20 Grade 6 learners of Dampol B Elementary School, Pulilan District, who did not meet the minimum proficiency level in the PAN pretest and Division Diagnostic Assessment (DDA).
- **Design:** This study utilized the pre-experimental design, specifically the one-group, pretest-posttest design to evaluate the learners' division skills before the and after utilization of the structured activity sheets.
- **Data Collection:** The researcher utilized 30-item numeracy pre-assessment and post-assessment tools. A rubric was used to score each item based on how the long division was solved. The structured activity sheets were also evaluated by the School LRMDs and the Quality Assurance Form was given to provide feedback and suggestions.

**Key Findings:** The use of structured activity sheets was effective in addressing the learning gaps and were able to help improve the learners' understanding of division of whole numbers. These were evident in the increase of scores of learners in the posttest after the implementation of the activity sheets.

**Implications:** The intervention likely provided a more focused learning experience which helped the learners who have struggled with the lessons before the implementation of intervention. As such, continuous use of structured activity sheets to enhance the division skills of the learners and boost their performance in Mathematics is recommended.

**Conclusion:** The utilization of Structured Activity Sheets influenced the learners' division skills. The structured activity sheets were properly implemented and executed during the teaching-learning process.

For more information: Michelle V. Pascual, Sto. Cristo Elementary School, Pulilan District, Email: michelle.valmocena@deped.gov.ph, Mobile Phone: 09684635630

## Research Brief:

### **Utilization of Hands-on Minds-on Manipulative: Effects on Grade 1 Learners' Mastery and Application of Basic Addition Facts**

**Introduction:** This research focuses on the use of "Hands-on, Minds-on" manipulatives to enhance Grade 1 learners' mastery and application of basic addition facts. Proficiency in this foundational skill serves as a stepping stone for solving both basic and complex addition equations, as well as word problems.

#### **Research Overview**

- **Study Title:** Utilization of Hands-on Minds-on Manipulative: Effects on Grade 1 Learners' Mastery and Application of Basic Addition Facts
- **Research Conducted By:** Michelle G. Joson, Manilyn T. Giganto, and Ana Liza F. Bolaños
- **Duration:** March – May 2024

#### **Methodology**

- **Sample Size:** The participants comprised 43 Grade 1 learners at Tabon Elementary School during the School Year 2023-2024.
- **Design:** The study employed a quasi-experimental design, specifically the non-equivalent control group pretest-posttest design, with focus on assessment of learners' mastery and application of basic addition facts before and after intervention.
- **Data Collection:** Instruments included numeracy assessment tools (pretest and posttest), observation, and survey questionnaires to collect quantitative data on the effect of the intervention material.

**Key Findings:** The utilization of Hands-on Minds-on Manipulative of Grade 1 learners significantly improved their mastery of basic addition facts, as indicated by higher posttest scores of the experimental group compared to the control group. Likewise, the respondents perceived that the intervention had a substantial effect on their children's Math performance.

**Implications:** The research findings support the integration of similar activities into the curriculum to enhance understanding of addition concepts. Positive feedback from parents reinforces the intervention's effectiveness and potential for broader use in mathematics education.

**Conclusion:** Implementing Hands-on Minds-on Manipulative for Grade 1 learners has proven to be an effective instructional strategy for enhancing the mastery of basic addition facts. Parents recognized the value of this intervention in supporting their children's Mathematical skills.

For more information: MICHELLE G. JOSON, Contact Number: 0932-904-2135, Email: michelle.joson001@deped.gov.ph, Address: Makinabang, Baliwag City, Bulacan.

## Research Brief:

### Inductive Method Using Realia: Its Effect on the Grade 4 Learners' Performance in Geometry

**Introduction:** The research sought to evaluate the effectiveness of executing the Inductive Method using realia in Geometry. It specifically aimed to describe the performance of the learner-participants before and after executing the Inductive Method using realia.

#### Research Overview

- **Study Title:** Inductive Method Using Realia: Its Effect on the Grade 4 Learners' Performance in Geometry
- **Research Conducted By:** Colleen Cloie Ann M. Batac, MAEd
- **Duration:** March – May 2024

#### Methodology

- **Sample Size:** The study involved 30 Grade 4-Citrine learners (13 males, 17 females) from Malinao Elementary School, who struggled with Geometry based on their Third Periodical Test in Mathematics.
- **Design:** A quantitative One-Group Pre-Test-Post-Test Design, measuring learning before and after an intervention.
- **Data Collection:** A pre-test was given on March 26, 2024. The Inductive Method using realia was implemented for four weeks during Math lessons, followed by a post-test on May 3, 2024. Results were tabulated, evaluated, and compared.

**Key Findings:** The Inductive Method using realia effectively improved Grade 4-Citrine learners' Geometry performance, enhancing mastery and engagement. The test of difference showed a Z value of -4.789b and an Asymp. Sig. (2-tailed) of .000, confirming a significant improvement in post-test scores.

**Implications:** Teachers should integrate the Inductive Method with realia to enhance hands-on learning, engagement, and motivation in Geometry. Curriculum development should incorporate active learning strategies, while future research can explore its impact across subjects and grade levels. Teacher training should emphasize inductive strategies and hands-on materials.

**Conclusions:** The study confirms the effectiveness of the Inductive Method using realia in improving Geometry performance through hands-on, real-world applications. It highlights its potential to enhance engagement and mastery, advocating for broader use in teaching, curriculum design, and teacher training.

**For More Information:** For further details on the study, contact Colleen Cloie Ann M. Batac, Malinao Elementary School on the email address: colleencloieann.batac@deped.gov.ph



## Research Brief:

### **Thinker, Doer, Solver: Improving Grade 3 learners Division Skills through MATHOMO (Math Hands on Minds On) Strategy**

**Introduction:** This action research aims to enhance the skills of Grade 3 learners in division at San Jose Patag Elementary School, Sta. Maria Central District, using the MATHOMO (Math Hands-On Minds-On) Strategy. is an intervention method that employs manipulatives, such as counters, blocks, and Division Memory Games, to provide an engaging, multi-sensory, and problem-solving learning experiences.

#### **Research Overview**

- **Study Title:** Thinker, Doer, Solver: Improving Grade 3 Learners' Division Skills Through MATHOMO Strategy
- **Research conducted by:** Mariber G. Domingo and Ma. Concordia C. Pascual
- **Duration:** April – May 2024

#### **Methodology**

- **Sample Size:** 36 Grade 3 learners from San Jose Patag Elementary School identified as poor performers in division.
- **Design:** This study used a one-group pretest-posttest design to assess changes in division skills.
- **Data Collection:** A pretest assessed initial skills, followed by weekly MATHOMO intervention sessions featuring hands-on, multisensory, and game-based activities. A posttest evaluated improvements after the intervention.

**Key Findings:** The Mean Percentage Score increased from 49.37% (pretest) to 86.25% (posttest), indicating significant improvement in division skills. A Paired T-Test ( $T = 12.175$ ,  $p = 0.0001$ ) confirmed the intervention's effectiveness.

**Implications:** The findings highlight the effectiveness of hands-on, multisensory learning strategies in strengthening foundational math skills. Integrating MATHOMO into regular instruction can enhance learner engagement, conceptual understanding, and retention of division concepts.

**Conclusion:** MATHOMO significantly improved learners' division skills by making abstract concepts more accessible, increasing engagement, and enhancing retention through hands-on and interactive learning.

**For More Information:** For further details on the study, contact Mariber G. Domingo and Ma. Concordia C. Pascual, San Jose Patag Elementary School, Sta. Maria Central District, SDO Bulacan Email: mariber.domingo@deped.gov.ph, maconcordia.pascual001@deped.gov.ph Mobile Phone: 09151153700 / 09684670531

## Research Brief:

### **Numeracy Skills Enhancement in Kindergarten Learners Through the 4PN Manipulative Material Intervention**

**Introduction:** This study examines the effectiveness of the 4PN manipulative material intervention in enhancing the numeracy skills of 20 Kindergarten (Kahel) learners at Miguel M. Cruz Memorial School. It also explores the intervention's impact on learners' overall numeracy performance.

#### **Research Overview**

- **Study Title:** Numeracy Skills Enhancement in Kindergarten Learners Through the 4PN Manipulative Material Intervention
- **Research Conducted By:** Jonna B. Mallari
- **Duration:** April 8- May 28, 2024

#### **Methodology**

- **Sample Size:** 20 Kindergarten (Kahel) learners who scored 14 or below in a teacher-made numeracy assessment for the 2023–2024 school year, indicating challenges in counting objects with one-to-one correspondence up to 10.
- **Design:** The type of research used was the pre-experimental one-group pretest-posttest design.
- **Data Collection:** Pretest and posttest assessments, each consisting of 20 items specifically designed to measure numeracy skills.

**Key Findings:** Incorporating manipulative materials into early education curricula can significantly enhance numeracy outcomes and support essential educational goals for young children. This method not only enhances fundamental math skills but also establishes a solid groundwork for lifelong learning.

**Implications:** The study shows that the 4PN manipulative material intervention significantly enhances numeracy skills among kindergarten learners. It uses a quasi-experimental design and targets 20 children with counting difficulties. The innovative application of this material bridges gaps in numeracy development, proving its effectiveness in early education.

**Conclusion:** The study shows that the 4PN manipulative material intervention significantly improved kindergarten learners' numeracy skills, leading to increased posttest scores and a large effect size. This suggests the intervention is valuable for fostering foundational mathematical skills in early childhood education, reducing performance disparities, and emphasizing interactive and tactile learning strategies.

**For More Information:** For further details on the study, contact JONNA B. MALLARI, 0968-504-9696, Miguel M. Cruz Memorial School at 105157@deped.gov.ph

## Research Brief:

### **Subtraction Flip Book Intervention: Effect on Grade 1 Learners' Subtraction Skills**

**Introduction:** This action research aimed to enhance subtraction skills, particularly subtraction with regrouping, among Grade 1 learners at St. Mary Village Elementary School, Santa Maria Central, Bulacan. Grounded in constructivism, cognitive load theory, visual learning, scaffolding, and the zone of proximal development, the researcher developed the Subtraction Flip Book as an intervention to address learners' difficulties.

#### **Research Overview**

- **Study Title:** Subtraction Flip Book Intervention: Effect on Grade 1 Learners' Subtraction Skills
- **Research conducted By:** Mary Jenny D. Ondivilla
- **Duration:** February – May 2024

#### **Methodology**

- **Sample Size:** 34 purposively selected Grade 1 learners struggling with subtraction with regrouping, representing diverse age, gender, academic performance, and economic backgrounds.
- **Design:** One-group pretest-posttest design, assessing changes in subtraction skills after the intervention.
- **Data Collection:** The researcher collected the data through a pretest before the intervention and posttest after the intervention.

**Key Findings:** Posttest scores showed a 19-point increase, confirming significant improvement in subtraction skills. While overall performance improved, variability within the middle 50% remained stable. Learners also found the intervention helpful, effective, and engaging.

**Implications:** The significant improvement in subtraction skills suggests that interactive and visual learning tools, like the Subtraction Flip Book, can effectively address foundational math difficulties in early learners. Teachers may integrate similar manipulative and scaffolded interventions to reinforce mathematical concepts.

**Conclusion:** The Subtraction Flip Book intervention successfully enhanced the subtraction skills of Grade 1 learners, particularly in mastering subtraction with regrouping. The intervention was not only beneficial in improving subtraction skills but also enjoyable and engaging for the learners.

For More Information: Mary Jenny D. Ondivilla, St. Mary Village Elementary School, Sta. Maria Central, SDO Bulacan, Email: [mayryjenny.dislag@deped.gov.ph](mailto:mayryjenny.dislag@deped.gov.ph), Mobile phone: 09423170963



## Research Brief:

### **Supplementary Materials (SM): An Aid to Improve the Proficiency Level in Mathematics of Grade 5 Underachievers**

**Introduction:** This action research aimed to determine the effect of Supplementary Materials (SM) on the mathematics proficiency of Grade 5 underachievers.

#### **Research Overview**

- **Study Title:** Supplementary Materials (SM): An Aid to Improve the Proficiency Level in Mathematics of Grade 5 Underachievers
- **Research Conducted By:** Elaine DQ. De Vera
- **Duration:** February to May 2024

#### **Methodology**

- **Sample Size:** The participants of the study were 18 Grade 5 pupils from Section Duterte of Sta. Maria Elementary School, enrolled in SY 2023-2024.
- **Design:** A pre-experimental design was also utilized in this action research.
- **Data Collection:** The Supplementary Materials (SM) were administered according to the Most Essential Learning Competencies (MELCs) schedule. The materials were checked regularly, and a posttest was conducted after the intervention. Data analysis software was used for statistical treatment of results. A student attitude survey was conducted among the experimental group to assess perceptions of the intervention. Student feedback and experiences were documented and discussed in a face-to-face meeting.

**Key Findings:** Learners exposed to Supplementary Materials showed significant improvement in math proficiency, developing essential skills and a positive attitude toward learning.

**Implications:** Supplementary Materials (SM) effectively address learning gaps, helping underachievers improve their academic performance. Teachers may integrate SM-based interventions as part of differentiated instruction to support struggling learners. The positive impact on student attitudes suggests that well-structured supplementary resources enhance motivation and engagement in Mathematics.

**Conclusion:** The study confirmed that Supplementary Materials (SM) effectively enhance mathematics proficiency among Grade 5 underachievers. The use of experiential learning principles in developing the materials contributed to students' conceptual understanding, as evidenced by increased posttest scores. Furthermore, the ADDIE Model-based approach to SM design proved to be an effective framework for improving students' mathematical skills and fostering a more positive learning experience.

For More Information: For further details on the study, contact ELAINE DQ. DE VERA, 769-2193/09257092025, Sta. Maria Elementary School, [elaine.devera@deped.gov.ph](mailto:elaine.devera@deped.gov.ph)

## Research Brief:

### **Probing into the Experiences and Challenges in Mathematical Problem Solving (PS) through the Lens of Grade 6 Learners and their Teachers: Towards a Research-Based PS Intervention**

**Introduction:** This study explores the experiences and challenges of Grade 6 learners and teachers in mathematical word problem-solving, which aims to enhance these skills through the development of research-based intervention materials.

#### **Research Overview**

- **Study Title:** Probing into the Experiences and Challenges in Mathematical Problem Solving (PS) through the Lens of Grade 6 Learners and their Teachers: Towards a Research-Based PS Intervention
- **Research conducted by:** Mirasol V. Rojo
- **Duration:** March – August 2024

#### **Methodology**

- **Sample Size:** The study participants included twelve (12) Grade 6 learners selected from three different sections, who engaged in one-on-one interviews. Additionally, five (5) Mathematics 6 teachers participated in a Focus Group Discussion (FGD) to provide further insights.
- **Design:** This study utilized developmental research design through a qualitative approach.
- **Data Collection:** One-on-One Interview and Focus Group Discussion

**Key Findings:** Grade 6 learners struggled with mathematical word problems due to anxiety, comprehension issues, and unfamiliarity with problem-solving strategies. Despite these challenges, they felt motivated by correct answers. Teachers emphasized the need for strong reading comprehension and basic math mastery, recommending interactive strategies like role-playing, real-life problems, and technology-based tools. The study underscores the need for intervention materials to enhance problem-solving skills.

**Implications:** Integrating reading comprehension with math instruction is crucial for improving word problem-solving skills. Strengthening foundational math knowledge and using interactive, technology-based strategies can enhance engagement, reduce anxiety, and improve performance.

**Conclusion:** Effective interventions should target mastery of basic operations, comprehension, and procedural knowledge while connecting problems to real-life contexts. Interactive and engaging tools, such as PowerPoint presentations, can foster learner interest and confidence, ultimately enhancing problem-solving skills.

For More Information: For further details on the study, contact Mirasol V. Rojo, Sta. Maria East District, Email: [mirasol.rojo@deped.gov.ph](mailto:mirasol.rojo@deped.gov.ph)

## Research Brief:

### Learning How to Count: Framework Bridging Grade 6 and Grade 7 Numeracy Skills

**Introduction:** This study aims to enhance the numeracy skills of Grade 6 and 7 learners through a structured numeracy framework and targeted strategies informed by the personal experiences of teachers at these grade levels.

#### Research Overview

- **Study Title:** Learning How to Count: Framework bridging Grade 6 and Grade 7 Numeracy Skills
- **Research conducted by:** Margarita B. Santos and Elsie S. Roluna
- **Duration:** March – July 2024

#### Methodology

- **Sample Size:** The study involved Grade 6 mathematics teachers from Sta. Maria East District with over three years of experience and Grade 7 mathematics teachers from Parada National High School for the School Year 2023–2024.
- **Design:** This study utilized a qualitative developmental research design.
- **Data Collection:** Focus Group Discussion (FGDs)

**Key Findings:** Findings revealed that learners struggled with multiplication and division due to foundational gaps, which hindered their overall numeracy development and transition to higher-level skills. Additionally, interactive video lessons and game-based activities were identified as effective interventions to support learning.

**Implications:** The study's findings have significant implications for mathematics education. Strengthening the transition between Grade 6 and 7 numeracy skills can minimize learning gaps, enhance student confidence, and improve instructional design and assessment strategies. Implementing the proposed framework can support teaching practices and close achievement gaps, particularly for disadvantaged learners.

**Conclusion:** This study highlights the effectiveness of a bridging framework in ensuring continuity in numeracy skill development from Grade 6 to 7. Key findings emphasize the importance of transitional support, targeted interventions, and mastery of foundational skills. The implementation of this framework shows promise in reducing achievement gaps, enhancing teacher confidence, and improving students' mathematical literacy.

For more information: For further details on the study, contact Margarita B. Santos @ 09228967532 or Elsie S. Roluna @09684629604, Sta. Maria East District, Email: margarita.santos001@deped.gov.ph or elsie.roluna@deped.gov.ph



## Research Brief:

### Capstone Project Manual for Grade 12 Science, Technology, Engineering, and Mathematics (STEM) Learners

**Introduction:** The Capstone Manual for Grade 12 STEM Learners is an applied research initiative aimed at supporting STEM students in writing and conducting science-based research. The study covers topic conceptualization, manuscript preparation, experimental implementation, and result presentation.

#### Research Overview

- **Study Title:** Capstone Project Manual for Grade 12 Science, Technology, Engineering, and Mathematics (STEM) Learners
- **Research Conducted By:** Ian L. Bustamante & Jan Mari Q. Manlagñit
- **Duration:** February 2024 to May 2024

#### Methodology

- **Sample Size** 44 Participants
- **Design:** Type 1 Developmental Research
- **Data Collection:** Interview Questionnaire

**Key Findings:** The Capstone Project Manual was developed based on STEM learners' experiences in conducting science-based research. The manual successfully passed the validation process using the Learning Resources Management and Development System (LRMDS) tool for print materials.

**Implications:** Capstone Project Manual was developed based on the experiences of the learners in writing science-based research. The material passed the validation process using the LRMDS tool for print materials.

**Conclusion:** The challenges encountered by STEM learners in writing scientific research prompted the development of the Capstone Project Manual. The guided-instruction model of Pearson and Gallagher (1983) was utilized to structure the manual, ensuring that learners gradually take responsibility for their research through a step-by-step approach.

For more information: For further details on the study, contact Ian L. Bustamante & Jan Mari Q. Manlagñit, Parada National High School, at [ian.bustamante@deped.gov.ph](mailto:ian.bustamante@deped.gov.ph) / [janmari.maglanit@deped.gov.ph](mailto:janmari.maglanit@deped.gov.ph)

## Research Brief:

### Individualized Math Bundle as Strategic Intervention to Improve Grade 4 Learners' Skills in Multiplication

**Introduction:** The focus of this action research is improving the multiplication skills of Grade 4 learners. The study was conducted with 44 Grade 4 students from Cornelia M. de Jesus Memorial Central School, Sta. Maria West, Division of Bulacan. An intervention material, referred to as the Individualized Math Bundle, was implemented during the fourth quarter of the School Year 2023-2024.

#### Research Overview

- **Study Title:** Individualized Math Bundle as Strategic Intervention to Improve Grade 4 Learners' Skills in Multiplication
- **Research conducted By:** Alan E. Maranon
- **Duration:** April 2024 - May 2024

#### Methodology

- **Sample Size:** 44 grade 4 learners who were non-numerates during PAN Assessment
- **Design:** One group pre-test post-test design
- **Data Collection:** The researcher collected the data through a Pre-test Assessment prior to the intervention and post test assessment after the intervention.

**Key Findings:** The Mean Percentage Score (MPS) increased from 36.74% (pre-test) to 81.87% (post-test), indicating a significant improvement in multiplication proficiency. With a t-value of 26.08 and  $p < .0001$ , the hypothesis was rejected, confirming a statistically significant difference in learners' multiplication skills. Learners found the Individualized Math Bundle well-structured, highly suitable, and useful.

**Implication:** Individualized Math Bundle effectively improve the Multiplication skill of the respondents.

**Conclusion:** The intervention significantly improved learners' conceptual and procedural understanding of multiplication. Statistical evidence confirms its positive impact, while learners' favorable perception highlights its well-designed, engaging, and user-centered approach.

For more information: For further details on the study, contact Alan E. Maranon, Cornelia M. De Jesus Memorial Central School at [alan.maran@deped.gov.ph](mailto:alan.maran@deped.gov.ph)

## Research Brief:

### Grade 2 Learners' Subtraction Skills Enhancement Through SubTRICKtion App

**Introduction:** Many students struggle with subtraction with regrouping, a key skill in early math education. In the Philippines, gaps in mathematical proficiency persist, as shown in TIMSS and PISA assessments. At Cay Pombo Elementary School, Grade 2 students face challenges with three-digit subtraction. To address this, the SubTRICKtion App was developed. This study evaluates its effectiveness in improving subtraction skills during SY 2023-2024.

#### Research Overview

- **Study Title:** Grade 2 Learners' Subtraction Skills Enhancement Through SubTRICKtion App
- **Research conducted by:** Jerlyn A. Porciuncula, Meilyn M. Gener
- **Duration:** April – May 2024

#### Methodology

- **Sample Size:** 0 Grade 2 students identified based on low scores in their first summative Mathematics test and access to digital devices.
- **Design:** A pre-test/post-test design using teacher-made assessments (20 subtraction problems each), validated by a pool of validators.
- **Data Collection:** Pre-test established baseline skills, while post-test measured improvements. Results were analyzed using the Mann-Whitney U test to determine statistical significance.

**Key Findings:** The SubTRICKtion App significantly improved students' subtraction skills, with mean scores rising from 6.53 (pre-test) to 17.03 (post-test). More students achieved "Excellent" and "Good" scores, while those scoring "Below Average" or "Poor" decreased significantly. Statistical analysis confirmed a highly significant difference ( $U = 4$ ,  $p < 0.00001$ ), validating the app's effectiveness.

**Implication:** Findings suggest that the SubTRICKtion App is an effective tool for enhancing subtraction proficiency and can serve as a valuable resource in early math education.

**Conclusion:** The study confirmed that the SubTRICKtion App significantly enhanced Grade 2 students' subtraction skills. Statistical tests validated the improvements, and expert evaluations rated the app highly in content, instructional design, and technical quality. These findings support the integration of digital tools in math education to address learning gaps and improve foundational skills.

For more information: For further details on the study, contact Jerlyn A. Porciuncula; Meilyn M. Gener, Caypombo Elementary School at [jerlyn.porciuncula001@deped.gov.ph](mailto:jerlyn.porciuncula001@deped.gov.ph), [meilyn.gener@deped.gov.ph](mailto:meilyn.gener@deped.gov.ph)



## Research Brief:

### **Improving the Oral Reading Performance in English of Grade One Pupils Through Contextualized Repetitive Modelling Reading Strategy**

**Introduction:** The result of oral reading performance of grade one pupils in Early Grade Reading Assessment (EGRA) shows a clear need in improving their oral reading performance in English. To address this concern, the researcher aimed to assess the effectiveness of a reading strategy entitled “Contextualized Repetitive Modeling Reading Strategy” on the oral reading performance in English of grade one pupils at Baybay Elementary School, Schools Division of Bulacan.

#### **Research Overview**

- **Study Title:** Improving the Oral Reading Performance in English of Grade One Pupils Through Contextualized Repetitive Modelling Reading Strategy
- **Research Conducted By:** Leonora P. Santiago
- **Duration:** March-May 2024

#### **Methodology**

- **Sample Size:** The study involved 22 Grade 1 learners identified as non-readers (14 male, 8 female) from Grade 1 Jose Rizal at Baybay Elementary School in Barangay Baybay, Angat, Bulacan, selected using purposive sampling based on Early Grade Reading Assessment (EGRA) Result.
- **Design:** The study employed a one group pretest and posttest design.
- **Data Collection:** The instruments used in the study were composed of Early Grade Reading Assessment Tools (EGRA) levels 1 to 5 as the pretest to describe the oral reading performance of the learners prior to the utilization of the strategy and a researcher made a posttest following the EGRA format, which was validated by the district English adviser/coordinator. The posttest also covered levels 1 to 5 of EGRA.

**Key Findings:** The results indicated the significant difference on the oral reading performance of grade one pupils before and after the Contextualized Repetitive Modelling Reading Strategy. As result shows, the p-value (0.000) is less than 0.05. Hence, the null hypothesis is accepted. Therefore, there is a significant difference on the oral reading performance of grade one pupils before and after the Contextualized Repetitive Modelling Reading Strategy.

**Implications:** Contextualized Repetitive Modelling Reading Strategy effectively improve the pupils oral reading performance in English, offering a replicable model for addressing oral reading performance in English.

**Conclusion:** Contextualized Repetitive Modelling Reading Strategy leads to the effectiveness in improving the oral reading performance in English of grade one pupils.

For more Information: For further details of the study, contact Leonora P. Santiago, Baybay Elementary School, [leonora.santiago004@depd.gov.ph](mailto:leonora.santiago004@depd.gov.ph)

## Research Brief:

### **The Scaffolded Reading Experience (SRE): Improving Grade 2 Learners' Reading Comprehension Skills**

**Introduction:** This study investigates the efficacy of SRE in supporting young readers through structured, incremental support that gradually builds their comprehension abilities. The SRE framework incorporates a range of instructional strategies, including reading materials, interactive discussions, and gamifications to address individual learner needs and promote deeper engagement with reading.

#### **Research Overview**

- **Study Title:** The Scaffolded Reading Experience (SRE): Improving Grade 2 Learners' Reading Comprehension Skills
- **Research Conducted By:** Rochelle D. Barcelo / Claire Ingrid L. Santos
- **Duration:** March 2024 - May 2024

#### **Methodology**

- **Sample Size:** 32 officially enrolled learners of Grade 2 – Orchid at Francisco Balagtas Memorial School
- **Design:** One-group pretest posttest design
- **Data Collection:** Tools include pretest and posttest assessments in reading comprehension, EGRA Pre-test / Post test and formative assessments after each session.

**Key Findings:** The academic performance of Grade 2 – Orchid learners showed improvement, as indicated by the results of post-test and the EGRA post-test. The SRE Modules and strategies proved effective, as reflected in the post-test outcomes. The learners successfully acquired the competencies from each learning material, which contributed to an increase in their reading comprehension level.

**Implications:** Interventions: Development of 15 SRE materials aimed at enhancing learners' reading skills. These materials were used by the learners after a discussion that included both group and individual activities, incorporating gamification elements to engage and motivate them.

**Conclusions:** This study highlights the integration of 15 SRE materials into school reading programs offers a promising pathway to enhancing learners' reading abilities.

For further details, contact Rochelle D. Barcelo at 09945621472 and Claire Ingrid L. Santos at 09685051582.

## Research Brief:

### Group Dynamic Activities: Improving Kindergarten's Beginning Reading Skills

**Introduction:** Group dynamic activities composed of various strategies using intervention materials such as the Shared Reading of Letters and Sounds, Roulette, Round Robin, Magic Box Call-out, Game (The Alphabet Adventure Trail) that were emerged from GRIP (Goals-Roles-Interpersonal Relationship-Processes) Model of Richard Beckhard, in 1972.

#### Research Overview

- **Study Title:** Group Dynamic Activities: Improving Kindergarten's Beginning Reading Skills
- **Research Conducted by:** Queenie Alison A. Amar, Divina Gracia S. Punzalan, Vanessa C. De Guzman
- **Duration:** April 3 – May 24, 2024

#### Methodology

- **Sample Size:** 24 Kindergarten pupils classified into achiever and under achiever pupils from Cong. Erasmo R. Cruz Memorial Central School, Bocaue District, Schools Division of Bulacan.
- **Design:** Descriptive methods will be used in this research. Furthermore, quasi-experimental method will also be used to gather the needed data.
- **Data Collection:** The researcher as the implementer will record the result of the pre-test or the pre-reading assessment as well as the Post Test of the categorized achiever and under-achiever pupils and will categorize according to the legend of their scores.

**Key Findings:** The study found significant improvement in beginning reading skills among under-achievers after implementing Group Dynamics learning activities.

**Implications:** Teachers should identify achievers and under-achievers for targeted guidance, and future research should explore intervention programs using manipulative materials for reading development.

**Conclusion:** There was a significant difference between pretest and post-test scores, with under-achievers showing notable progress in reading skills.

For More Information, contact Queenie Alison A. Amar, email: [queeniealison.amar@deped.gov.ph](mailto:queeniealison.amar@deped.gov.ph) ; Divina Gracia S. Punzalan, email: [divina.punzalan@deped.gov.ph](mailto:divina.punzalan@deped.gov.ph); and Vanessa C. De Guzman, email: [vanessa.caminong@deped.gov.ph](mailto:vanessa.caminong@deped.gov.ph), from Cong. Erasmo R. Cruz Memorial Central School, Sandico St. Wakas, Bocaue, Bulacan, email:, [congerasmorcruzmcsg@gmail.com](mailto:congerasmorcruzmcsg@gmail.com)



## Research Brief:

### **ISLES: Enhancing Grade 9 Learners' English Performance Through Integrated Skill Learning Enrichment Strategy**

**Introduction:** The Integrated Skill Learning Enrichment Strategy (ISLES) aims to holistically develop students' English proficiency across listening, speaking, reading, writing, and viewing by treating language learning as an interconnected process rather than isolated skills. This approach provides targeted interventions to enhance proficiency, build confidence, and prepare students for higher education. By emphasizing immersive and authentic language experiences, ISLES fosters a deeper mastery of English, encouraging learners to use the language comfortably and effectively in various contexts.

#### **Research Overview**

- **Research Conducted By:** Lauro J. Espiritu Jr.
- **Duration:** March – May 2024

#### **Methodology**

- **Sample Size:** Due to time constraints and weather conditions, the study was limited to one section of 39 learners, selected based on the recommendation of the researcher's mentor. The group consisted of 19 males and 20 females.
- **Design:** A quantitative research method was used to examine the dependent and independent variables, employing a quasi-experimental research design to analyze the effects of the intervention.
- **Data Collection:** All necessary procedures were followed to complete the study. Upon completion, all collected data, materials, and information were deleted in compliance with the Data Privacy Act of 2012 (Republic Act 10173) to ensure confidentiality and data protection.

**Key Findings:** The average mean of 82.81% of the pre-test and 84.95% of the post-test were achieved. It is evident that there are improvement results of the post-test. This can be attributed to the fact that the process of ISLES intervention through lessons, discussions, and analyses.

**Implications:** The comparisons validated the findings and position the ISLES strategy as an effective approach within the broader educational framework. It could imply the need for adjustments in the implementation of the ISLES strategy or that other factors influenced the results, such as external distractions.

**Conclusion:** The analysis of the pre-test and post-test results demonstrates the potential effectiveness of the ISLES strategy in improving learners' performance. The recommendations emphasize the importance of scaling successful interventions, refining them to maximize their impact, and addressing the needs of participants who may require additional support.

For further information on the study, contact Lauro J. Espiritu Jr., Sta. Lucia National High School, at [ldjespiritu@deped.gov.ph](mailto:ldjespiritu@deped.gov.ph).

## Research Brief:

### **READ with MIND: The Effect of Combined Printed and Digital Interactive Reading Material on Sixth-Grade Pupils' Reading Comprehension**

**Introduction:** This research aims the 21st-century educational landscape emphasizes the importance of teaching and learning processes, but the pandemic created a learning gap, challenging educators to deliver quality education effectively using various reading materials. Traditional print materials, while sometimes less accessible, offer benefits like automatic updates, no battery requirements, and proven educational value.

#### **Research Overview**

- **Study Title:** READ with MIND: The Effect of Combined Printed and Digital Interactive Reading Material on Sixth-Grade Pupils' Reading Comprehension
- **Research Conducted By:** Carissa Camille T. Diño
- **Duration:** March 2023 – May 2024

#### **Methodology**

- **Sample Size:** The study involved 41 sixth-grade pupils from Sta. Rita Elementary School during the 2023-2024 school year. Participants came from heterogeneous classes, ensuring diversity in gender, race, reading levels, and mathematical ability.
- **Design:** A quasi-experimental, one-group pre-test/post-test design was used to assess the impact of "READ with MIND" interactive reading materials on students' reading comprehension. The difference between pre-test and post-test scores measured the intervention's effectiveness.
- **Data Collection:** After obtaining parental consent, students completed a reading skills questionnaire and a pre-test. The intervention was conducted in remediation classes, and two months later, a post-test was administered to evaluate improvements in reading comprehension.

**Key Findings:** The study confirmed that "READ with MIND" significantly improved reading comprehension, especially among students with initially low reading skills. Post-test results indicated substantial progress, demonstrating the intervention's effectiveness.

**Implications:** The program should be continued and shared with other teachers for wider application. Further research is recommended to assess its impact on different grade levels and larger sample sizes.

**Conclusion:** Interactive reading materials, including "READ with MIND" and "Moduzine," effectively enhance students' reading comprehension. The significant improvement from pre-test to post-test highlights the value of innovative instructional strategies in fostering critical thinking and engagement.

## Research Brief:

### Improving Grade 2 Pupils' Phonemic Awareness in Reading English Through Teacher-Made Booklets and Manipulatives

**Introduction:** The study aimed to address the low literacy and phonemic awareness among Grade 2 pupils at San Roque Elementary School, especially exacerbated by the COVID-19 pandemic. The researcher emphasized that phonemic awareness is a critical foundational skill for reading success, citing studies linking it to literacy improvements. The intervention, named POWER MICH (Progressive Outcomes While Enjoying Reading – Manipulatives Improving Cognition Habits), utilized teacher-made booklets and manipulatives to enhance pupils' phonemic awareness.

#### Research Overview

- **Researcher:** Mary Michelle M. Ventura
- **Duration:** January 8, 2024 – May 24, 2024
- **Sample Size:** 30 Grade 2 pupils (17 male, 13 female)

#### Methodology

- **Type of Research:** Quasi-experimental pre-test and post-test design.
- **Sampling Method:** Total Population Sampling focused on specific traits of Grade 2 pupils
- **Data Collection:** Early Grade Reading Assessment (EGRA) used for pre- and post-tests, combined with survey questionnaires for pupils and parents

**Key Findings:** Significant improvement in phonemic awareness after using teacher-made tools. Positive feedback from pupils and parents on the booklets and manipulatives. Enhanced literacy levels evidenced by higher EGRA post-test scores compared to pre-test.

**Implications:** For Pupils: Tailored educational resources significantly improved their phonemic awareness and literacy skills, providing them with a stronger foundation for future learning. For Teachers: The study provides a replicable framework for designing similar interventions to improve literacy. For Administrators and Policymakers: Results highlight the importance of investing in teacher-made resources and training to combat learning poverty post-pandemic. For Future Research: The study demonstrates how focused interventions can address specific literacy challenges, paving the way for further studies on phonemic awareness in other contexts.

**Conclusion:** The use of teacher-made booklets and manipulatives effectively enhanced the phonemic awareness of Grade 2 pupils, as evidenced by the significant difference between pre- and post-test EGRA results. The findings underscore the critical role of innovative and tailored teaching strategies in addressing literacy gaps, particularly in the aftermath of disruptions caused by the pandemic. Feedback from stakeholders (pupils and parents) further validated the effectiveness of the approach and highlighted areas for improvement in future implementations.



## Research Brief:

### Integrating Compendium of Context Clue Teaching Strategies on Enriching Grade 5 Learners' Vocabulary

**Introduction:** This study explores the impact of "Project 3Cs" (Compendium of Context Clue Teaching Strategies) on improving vocabulary skills among grade 5 learners. It aims to address the least-learned competencies in vocabulary as identified in diagnostic assessments, providing an innovative intervention for English instruction.

#### Research Overview

- **Study Title:** Integrating Compendium of Context Clue Teaching Strategies on Enriching Grade 5 Learners' Vocabulary
- **Research Conducted By:** Mary Cecille C. Arciaga
- **Duration:** April – May 2024

#### Methodology

- **Sample Size:** The study involved 60 grade 5 learners from Prenza Elementary School, divided into an experimental group (30 learners) and a control group (30 learners). Participants were selected using purposive sampling, targeting students with the lowest scores in vocabulary-related competencies based on regional diagnostic assessments.
- **Design:** A pre-experimental two-group pretest-posttest design was employed, comparing the effectiveness of "Project 3Cs" against traditional teaching methods.
- **Data Collection:** Data were collected through pretest and posttest evaluations using a 20-item researcher-made questionnaire. Statistical tools, including t-tests, were used to analyze the data and determine the intervention's effectiveness.

**Key Findings:** The study revealed that integrating Project 3Cs significantly improved the vocabulary skills of grade 5 learners. The experimental group, exposed to the intervention, achieved a substantial increase in their posttest mean score compared to the control group, which followed traditional teaching methods.

**Implications:** The results of this study underscore the need for innovative teaching practices that cater to diverse learning needs. Teachers can adopt Project 3Cs tools, such as the Wheel of Clue, Bingo Cards, Task Cards, and Four-square Activities, to make vocabulary instruction more engaging and effective.

**Conclusion:** The integration of Project 3Cs significantly enhanced the vocabulary skills of grade 5 learners, providing an effective model for addressing challenges in English instruction.

For further details on the study, contact Mary Cecille C. Arciaga, Prenza Elementary School, Marilao North District at 09763759193 or via email [marycecille.arciaga@deped.gov.ph](mailto:marycecille.arciaga@deped.gov.ph)

## Research Brief:

### **Examining Reading Disparities: A Quantitative Analysis of English Reading Proficiency among Grade Four pupils in FSS Patulo Elementary School**

**Introduction:** This study examined the reading disparities among grade four pupils at FSS Patulo Elementary School. It aimed to help them develop English reading comprehension skills and improve their reading proficiency and confidence.

#### **Research Overview**

- **Study Title:** Examining Reading Disparities: A Quantitative Analysis of English Reading Proficiency among Grade Four pupils in FSS Patulo Elementary School
- **Research Conducted By:** Marievic D. Belonio and Marifel M. Duras
- **Duration:** January 2024 to April 2024

#### **Methodology**

- **Sample Size:** Thirty (30) struggling grade four pupils at FSS Patulo Elementary School from overall pupil population in grade four, ensuring a diverse and inclusive representation.
- **Design:** A quantitative approach to systematically examine variations in the reading proficiency levels of Grade Four pupils at FSS Patulo Elementary School, focusing on word reading and comprehension.
- **Data Collection:** The study involved structured assessments, anonymized data collection, and analysis using descriptive statistics, with the cooperation of pupils, parents, and teachers.

**Key Findings:** The study revealed that Grade Four pupils at FSS Patulo Elementary School struggle with English reading comprehension, with a 70 percent frustration rate and diverse learning needs, highlighting widespread difficulties with basic and complex language structures.

**Implications:** The study underscored the necessity of implementing Project STARS, involving teacher training, parental involvement, curriculum enhancements, and collaborative efforts to tackle Grade Four pupils' reading difficulties.

**Conclusion:** The study highlighted Grade Four pupils' significant reading challenges, emphasizing the need for Project STARS interventions and collaboration to enhance reading proficiency, confidence, and academic success.

**For More Information:** For further details on the study, contact Marievic D. Belonio / Marifel M. Duras of FSS Patulo Elementary School at [marievic.belonio002@deped.gov.ph](mailto:marievic.belonio002@deped.gov.ph) and [marifelduras@deped.gov.ph](mailto:marifelduras@deped.gov.ph)

## Research Brief:

### Improving Grade 1 Learners' Phonological Skills Through Task Sense: A Multi Modal Learning Guide

**Introduction:** This study explored the effectiveness of TaskSense: A Multi-Modal Learning Guide in enhancing the phonological abilities of Grade 1 pupils at Northville IV-B Elementary School during the 2023-2024 school year. Phonological skills, including the manipulation and comprehension of spoken and written language, are crucial for early literacy, making them essential for young learners. TaskSense was developed as a strategy rooted in the task-based multisensory approach, providing diverse activities to target and enriches pupils' phonological awareness.

#### Research Overview

- **Study Title:** Improving Grade 1 Learners' Phonological Skills Through Task Sense: A Multi Modal Learning Guide
- **Research Conducted by:** Lualhati L. Ballungay, Michelle F. Concepcion, Marivie C. Cortez
- **Duration:** March 2024 – May 2024

#### Methodology

- **Sample size:** The 37 grade 1 pupils for the school year 2023-2024, who were identified in need of improvement based on the result of their pre-test results for the eight EGRA components, were the participants of the study.
- **Design:** This study employed descriptive research using a pretest-posttest design to test the effectiveness of the utilization of the TaskSense
- **Data Collection:** The data of this study utilized the pre-test and post-test that were administered to the participants through person to test the effectiveness of TaskSense on improving pupils' phonological abilities among selected grade 1 pupils.

**Key Findings:** The study revealed a significant improvement in the phonological skills of Grade 1 learners following the use of TaskSense activity materials. The comparison of pre-test and post-test results demonstrated the effectiveness of these materials in enhancing learners' phonological abilities, highlighting their value as an instructional tool.

**Implications:** The results emphasize the impact of using tools like TaskSense in improving the reading skills of young learners. By utilizing EGRA results as a foundation, teachers can address students' specific needs, leading to more effective and targeted learning.

**Conclusion:** A comparison of the pre-test and post-test results demonstrates a significant improvement in the phonological skills of Grade 1 pupils after using the TaskSense: Multimodal Learning Guide.

For more Information, contact Michelle F. Concepcion, Northville IV-B Elementary School, at [michelle.concepcion@deped.gov.ph](mailto:michelle.concepcion@deped.gov.ph).



## Research Brief:

### **Direct Vocabulary Instruction Using Well of Words (WOW): Effect on the vocabulary Level of Grade Six Learners**

**Introduction:** This study aimed to determine the effectiveness of Direct Instruction using Well of Words (WOW) vocabulary booklet as intervention materials to improve the vocabulary level of grade 6 pupils. Each booklet offered various vocabulary activities with contextualized teacher made story for comprehension check-up.

#### **Research Overview**

- **Study Title:** Direct Vocabulary Instruction Using Well of Words (WOW): Effect on the vocabulary Level of Grade Six Learners
- **Research Conducted by:** Nornelyn O. Mercado, Karen A. Serafica
- **Duration:** April 2024-May 2024

#### **Methodology**

- **Sample Size:** The participants of the study are 30 Grade 6 learners of Lias Elementary School during the School Year 2023-2024, who failed the initial assessment in vocabulary, thus purposive sampling was used.
- **Design:** The study utilized a quasi-experimental design, specifically the one-group pretest-posttest
- **Data Collection:** Data were gathered using numeracy test which is composed of 15-item multiple choice.

**Key Findings:** The study revealed that there was a significant improvement in the pupil's vocabulary after they were exposed to the intervention material as shown in the associated p- value of .000 which is less than alpha .05 and in the increase of pretest and posttest mean scores of 5.97 and 10.80 respectively. The pupils who remediated through the use of teacher-made intervention materials that utilized direct instruction through Frayer Model strategy, improved their vocabulary level hence, enhanced their reading comprehension.

**Implications:** The findings suggested certain implications that can affect pupils in learning new vocabulary. From the gathered related studies, It has been proposed that the students' vocabulary level has increased as a result of using the intervention materials. As a result, it also helped the pupils to improve their reading comprehension.

**Conclusion:** Based on the results, the pupils who used the teacher-made intervention materials that utilized direct instruction through Frayer Model strategy, improved their vocabulary level hence, enhanced their reading comprehension. Direct Instruction as a strategy in teaching vocabulary can help pupils improve their vocabulary level.

For More Information, contact Karen A. Serafica, Lias Elementary School at [karen.serafica@deped.gov.ph](mailto:karen.serafica@deped.gov.ph)

## Research Brief:

### Developing Kindergarten Learners' Phonemic Awareness Through Contextualized Play-based Activities

**Introduction:** One of the most exciting discoveries is that targeted instruction is the possibility of improving or enhancing children's reading and spelling skills by developing their phonological awareness. In particular, the researcher had determined how the 27 Kindergarten learners at Timoteo Policarpio Memorial Elementary School in Minuyan, Norzagaray, Bulacan, SY 2023-2024 developed their phonemic awareness employing contextualized play-based activities.

#### Research Overview

- **Research Conducted By:** Julean M. Pascual
- **Duration:** April – May 2024

#### Methodology

- **Sample Size:** The participants- the twenty-seven (27) Kindergarten-participants at Timoteo Policarpio Memorial Elementary School (TPMES) in Minuyan, Norzagaray, Bulacan.
- **Data Collection:** The researcher followed several steps for data collection procedure of this research. Among these step-by-step procedures were consultation and seeking permission with the school head, orientation of parents and learners, and discussion of the contextualized play-based approach to utilize.

**Key Findings:** The Kindergarten class had demonstrated lower pretest scores before the intervention conceptualized play-based activities in learning the phonemic awareness; They achieved higher post test scores after the implementation of the conceptualized play-based activities in learning the phonemic awareness, also displaying enjoyment and fun while teaching the lesson on phonemics.

**Implications:** Intervention: Developing Kindergarten Learners' Phonemic Awareness Through Contextualized Play-based Activities. The intervention was consisted of teacher-made tools and learning materials particularly the Slide and Ladder, Hop and Sound, Roll a Dice, Spin and Read, Catch a Fish, and Shoot and Sound; all of these activities were concentrated on the development and establishment of phonemic awareness among the Kindergarten participant-learners.

**Conclusion:** After the application of t-test, it was concluded that there is a significant difference in the phonemic awareness of Kindergarten learners, hence it was confirmed that the hypothesis was rejected.

For further details of the study, contact Mrs. Julean M. Pascual, Timoteo Policarpio Memorial Elementary School Minuyan, Norzagaray, Bulacan, at [julean.pascual@deped.gov.ph](mailto:julean.pascual@deped.gov.ph)

## Research Brief:

### **Art's Learning Approach: Utilizing Localized Reading Intervention Materials to Improve the Reading Comprehension Skills of Grade 6**

**Introduction:** This study investigates the effectiveness of ART's Learning Approach (ALA), utilizing a localized reading intervention material to improve the reading comprehension of grade 6- Venus learners in Caimino Elementary School this school year 2023-2024. The 10- localized reading intervention materials will be given to teachers and parents. The ART's Learning Approach relative to the Grade 6 teachers' teaching strategies helps the learners in improving their word recognition level and comprehension level. It achieved the target in 8 weeks, with 10-hour sessions a week, targeting a total of 80 intervention hours.

#### **Research Overview**

- **Study Title:** Art's Learning Approach: Utilizing Localized Reading Intervention Materials to Improve the Reading Comprehension Skills of Grade 6
- **Research Conducted By:** Artemio O. Fillone Jr.
- **Duration:** February – May 2024

#### **Methodology**

- **Sample Size:** The participants of the study are the 45 Grade 6 pupils (24-male and 21-female) of section Venus in Caimino Elementary School.
- **Design:** The research employed a quasi-experimental design with pre-test and post-test assessments conducted among 59 students.
- **Data Collection:** Records of students' PHIL-IRI pre-test and post-test will be the basis for conducting this research.

**Key Findings:** As gleaned upon the table of the result of PHIL-IRI, the Frustration level recorded the highest increment changes in average scores of 5 or 8.47% from 45 or 76.27%, followed by Instructional level from 9 or 15.25% become 33 or 1.69%. While the independent level from 5 or 8.47% become 19 or 32.20% in comprehension level in Post-test result. This implies that grade 6 learners were becoming prepared during the Post-test due to localized learning intervention compared to pre-test results. Significant difference between reading comprehension level of grade 6 learner after being exposed to ART's Learning Approach.

**Conclusions:** According to the study's findings, the comprehension level of grade 6 students was shown to be considerably impacted by the localized reading intervention materials they were using, as indicated by the results of the post-test. The PHIL-IRI results are significantly related to the ART's Learning Approach, a localized reading intervention material on the comprehension level of the learners as indicated by the pre-test and post-test results.

Further details of the study: Contact Mr. Artemio O. Fillone Jr at [artemio.fillone@deped.gov.ph](mailto:artemio.fillone@deped.gov.ph), Caimino Elementary School, Norzagaray East District, Norzagaray, Bulacan.



## Research Brief:

### SCAFFOLDED MINDFUL READING STRATEGY (SMRS) ON THE READING COMPREHENSION OF GRADE 10 LEARNERS

**Introduction:** This action research paper accentuated the significance of Scaffolded Mindful Reading Strategies to reading comprehension of the students. There were still students who failed to comprehend, despite the fact that there was a successful project implemented last school year, thus, this urged the researcher to propose a study on how reading comprehension can be enhanced.

#### Research Overview

- **Study Title:** SCAFFOLDED MINDFUL READING STRATEGY (SMRS) ON THE READING COMPREHENSION OF GRADE 10 LEARNERS
- **Research Conducted by:** AERON JAMES B. MENDOZA
- **Duration:** April 2024 to May 2024

#### Methodology

- **Sample Size:** This study involved 25 students under frustration reading comprehension level, control group had 12 students while the remaining 13 students were for experimental group. It utilized purposive sampling.
- **Design:** This paper utilized the quantitative method of research, Quasi-Experimental specifically Pretest-Posttest Control Group Design.
- **Data Collection Method:** The study administered pretest and posttest to analyze the difference between control and experimental group, t-test for independent samples was also utilized.

**Key Findings:** The result revealed that there was significant difference between the scores of control and experimental groups after the intervention in terms of students' reading comprehension. Experimental group mean score stepped up to instructional level. It was highlighted that other teachers may integrate this to motivate and unleash their potential because students could engross themselves in the text.

**Conclusion:** The study revealed the effectiveness of SMRS on reading comprehension as it was compared to the usual setup. Therefore, the study rejected the hypothesis because there was significant difference between the posttest scores after the intervention of SMRS in the reading comprehension.

For More Information: CP# 09663669587, Obando National High School (Obando District) aeronjames.mendoza@deped.gov.ph

## Research Brief:

### MULTI FACTORS WRITING SKILLS APPROACH IN DEVELOPING GRADE FOUR LEARNERS WRITING SKILLS

**Introduction:** The study aimed to enhance the writing skills of grade four learners using the Multi-Factors Writing Skills approach. This research highlights the importance of addressing the learners' English writing needs to empower them as proficient writers throughout their educational journey.

#### Research Overview

- **Study Title:** Multi Factors Writing Skills Approach In Developing Grade Four Learners Writing Skills
- **Research Conducted by :** CHONA E TIMBOL, SALLY R. AMIT
- **Duration:** March 2024 to May 2024

#### Methodology

- **Sample Size:** The study involved twenty-seven (27) Grade Four learners who faced challenges in writing simple sentences in English.
- **Design:** The study used Quasi Experimental Research Design
- **Data Collection Method:** The study employed numeracy tests with used of pre test and post test administration.

**Key Findings:** The study revealed that the "Multi-Factors Writing Skills Approach" effectively develops learners' English writing skills, as evidenced by the improvement in pre-test and post-test results. It suggests incorporating this approach into the regular English writing routine in classrooms and recommends encouraging learners to take ownership of their learning by actively participating in activities designed to enhance their writing skills.

**Conclusion:** There was a significant improvement in learners' English writing skills after exposure to the Multi Factors Writing Skills Approach. The utilization of this approach has the potential to equip learners with standard-level English writing skills.

For More Information: cp # 09456514101, Panghulo Elementary School (Obando District) chona.timbol@deped.gov.ph

## Research Brief:

### **Magkasamang Pagkatuto: Supplementing the Academic Performance in English among Student-athletes.**

**Introduction:** Magkasamang Pagkatuto is a peer tutoring scheme which is an innovative intervention to boost academic performance in English for student-athletes who struggle to balance their academic and training commitments. The researchers specifically address the needs of student-athletes, such as the futsal players of Masagana High School, whose rigorous athletic schedules often challenge their ability to maintain academic excellence. This tutoring scheme, aims to provide tailored academic support while promoting a balanced approach to education and sports.

#### **Research Overview**

- **Research Conducted By:** Kenje DS. Nitro, Melody B. Salamat, Alvin S. Bautista
- **Duration:** January 2024- March 2024

#### **Methodology**

- **Sample Size:** The Research focused on female futsal players at Masagana High School SY 2023-2024 specifically selected 14 athletes from different grade levels
- **Design:** Sole-group experiment with quantitative research was used in this study.
- **Data Collection:** The impact of peer tutoring on futsal players' language skills was assessed through pre/post proficiency tests, attendance tracking, and performance in language-based tasks. Participant observation and session documentation were also analyzed to gain insights into engagement and interaction dynamics.

**Key Findings:** The results reveal a significant improvement in the academic performance in English of student-athletes following the implementation of the peer tutoring scheme, as evidenced by the posttest results. The mean difference between the pretest and posttest scores was 8.43, with a standard deviation of 5.35 and a degree of freedom of 13. The calculated t-score of 5.90 exceeded the critical value of  $\pm 2.160$ , confirming the effectiveness of the intervention.

**Implications:** This study can also be implemented in other student-athletes of various sports facing challenges in balancing academics and sports. Through Peer-tutoring the academic performance in English of student-athletes improved.

**Conclusion:** The Magkasamang Pagkatuto tutoring scheme significantly improved the academic performance in English among student-athletes balancing academics and training. The findings emphasize the need for tailored support to address the unique challenges student-athletes face.

For further details on the study please contact Mr. Kenje DS. Nitro of Masagana High School with this email address [kenje.nitro@deped.gov.ph](mailto:kenje.nitro@deped.gov.ph)



## Research Brief:

### Improving the Decoding Fluency of Struggling Grade II Readers Through Multi-Sensory Approach

**Introduction:** The teacher's goal in doing this research was to help struggling second graders become more fluent readers and decoders. After discovering that many second-grade students at Sto. Rosario Elementary School in Paombong, Bulacan, had reading problems, the research proponent believed that an intervention was necessary to address their reading difficulty.

#### Research Overview

- **Research Title:** Improving the Decoding Fluency of Struggling Grade II Readers Through Multi-Sensory Approach
- **Research conducted by:** Grace C. Gonzales, Ph.D.
- **Duration:** April 2024 to May 2024

#### Methodology

- **Sample Size:** Thirty-one (31) Grade II struggling readers
- **Design:** One group Pre-Test Posttest
- **Data Collection:** Pre-reading assessment. A post-reading assessment after their exposure to intervention. Weekly assessment to gather data on the pupils' progress. Quantitative data on pupils' perception and attitude towards intervention.

#### Key Findings:

##### Implications:

Intervention: Using Multi-Sensory Approach; Policy Recommendation:

1. Multi-Sensory Reading can be adopted to enhance comprehension skills, next to decoding skills.
2. The content of Multi-Sensory Approach can be enhanced through integration of other higher complex reading activities

Reflection on Educational practices: Using a multi-sensory approach can be highly effective, as it engages multiple senses-sight, sound, touch, and movement-to enhance learning and memory retention among struggling readers.

**Conclusion:** The intervention is a positive reinforcement to foster love of reading while improving the pupils' poor decoding proficiency.

For further details on the study, please contact #09239234925,  
Sto. Rosario Elementary School, Ibayo, Sto. Rosario, Paombong, Bulacan  
Email address: grace.gonzales014@deped.gov.ph

## Research Brief:

### **Improving the Reading Comprehension Level of Grade 5 Learners through Live Action Role Play (LARP): A Multisensory Approach in Teaching Reading**

**Introduction:** The study aims to determine the effectiveness of Live Action Role Play (LARP), a teaching strategy anchored on a Multisensory Approach, in developing learners' reading comprehension of Grade 5 learners. It was found that the LARP intervention helped improve the reading comprehension of the research participants from Frustration Level to the Instructional and Independent Level. LARP intervention provided experiential learning, which allowed the learners to learn by doing things with joy and fun while having a full and rich understanding of the lessons and reading materials.

#### **Research Overview**

- **Study Title:** Improving the Reading Comprehension Level of Grade 5 Learners through Live Action Role Play (LARP): A Multisensory Approach in Teaching Reading
- **Research Conducted By:** Rowena C. Dumayas
- **Duration:** February 2024 – May 2024

#### **Methodology**

- **Sample size:** The participants of this research included thirty-two (n=32) Grade 5 learners who were identified to be in the Frustration Level based on the Phil IRI assessment
- **Design:** This action research used the quasi-experimental type of research design. Specifically, it employed the one group pretest-posttest design to measure the difference in the comprehension level of a group of participants before and after the implementation of the intervention.
- **Data Collection:** A purposive sampling technique was used to select the specific learners who participated in the study.

**Implications:** It was found that the LARP intervention helped improve the reading comprehension of the research participants from the Frustration Level to Instructional and Independent Level. LARP intervention provided experiential learning, which allowed the learners to learn by doing things with joy and fun while having a full and rich understanding of the lessons and reading materials.

**Conclusions:** The reading comprehension of the 32 Grade 5 learners before the use of LARP was found to be at the Frustration Level. After the implementation of the LARP, the reading comprehension of the Grade 5 learners was recorded to be in the Instructional Level and Independent Level. The use of LARP has several pedagogical implications. Primarily, this strategy fosters students' reading comprehension.

For more information: For further details on the study, contact Rowena C Dumayas, Paombong Central School, at [rowena.dumayas@deped.gov.ph](mailto:rowena.dumayas@deped.gov.ph).

## Research Brief:

### **DRIVE (Devised Reading Intervention using Various Exercises through Board Game): Effects on the Reading Comprehension of Grade 11 Learners**

**Introduction:** This research targets the students who belong to the frustration level of reading comprehension by using the intervention material, DRIVE.

#### **Research Overview**

- **Study Title:** DRIVE (Devised Reading Intervention using Various Exercises through Board Game): Effects on the Reading Comprehension of Grade 11 Learners
- **Research Conducted By:** James Daniel S. Diño
- **Duration:** March 2023 – May 2024

#### **Methodology**

- **Sample Size:** The sample size of this study consisted of 24 Grade 11 learners who fall under the Frustration Level of Reading based on the conducted PhilIRI.
- **Design:** This study employed a one-group pretest-posttest quasi-experimental design.
- **Data Collection:** Data collection for this study involved administering a pretest and posttest to assess the learners' skills before and after using the crafted intervention material.

**Key Findings:** Findings revealed that students improved their reading comprehension skills after using the crafted intervention material called DRIVE.

**Implications:** The analysis indicates that non-reader students significantly improved their reading comprehension after participating in the DRIVE.

**Conclusion:** DRIVE significantly improved participants' reading comprehension skills.

For further details on the study, contact James Daniel S. Diño, Sta. Peregrina High School, at [jamesdaniel.dino@deped.gov.ph](mailto:jamesdaniel.dino@deped.gov.ph)



## Research Brief:

### Enhancing Arabic Alphabet Writing Skill of Level 1 MEP Learners through Localized Guided Writing Worksheets

**Introduction:** This research explores the effectiveness of localized guided writing worksheets in enhancing the Arabic alphabet writing skill of Level 1 Madrasah Education Program (MEP) learners. By incorporating cultural relevance and learner-centered approaches, the study aims to develop foundational writing skill in Arabic considering the deeper appreciation of their culture.

#### Research Overview

- **Research Conducted By:** Fortunato Valencia
- **Duration:** April 2023- May 2024

#### Methodology

- **Sample Size:** The study involved 14 Level 1 MEP learners enrolled at Pulilan Central School during SY 2023-2024.
- **Design:** The research employed a quasi-experimental design, specifically a one-group pretest-posttest method, to measure the effectiveness of the localized guided writing worksheets on Arabic writing skills.
- **Data Collection:** The data collection involved administering a pretest and posttest to evaluate the learners' proficiency in writing Arabic alphabet before and after using the localized guided writing worksheets. Observational data were gathered throughout the intervention period to monitor the learners' engagement, motivation, and progress in writing skills.

**Key Findings:** Findings revealed that utilizing localized guided writing worksheets significantly improved the Arabic alphabet writing skills of Level 1 MEP learners. The pre-test indicated substantial gaps in foundational skills in Arabic Alphabet writing, highlighting the need for targeted intervention. Based on posttest scores, all learners demonstrated gains in their writing proficiency which indicated improvement in writing Arabic alphabets.

**Implications:** The findings confirm the effectiveness of localized guided writing worksheets in providing learners with a scaffolded approach to develop their writing skills. The study also highlights the importance of systematic and localized materials in fostering foundational skills, such as Arabic writing, among MEP learners.

**Conclusion:** This research concluded that localized guided writing worksheets are effective tools for improving the Arabic alphabet writing skills among Level 1 MEP learners.

For further details on the study, contact Fortunato Valencia, Pulilan Central School, at [fortunato.valencia@deped.gov.ph](mailto:fortunato.valencia@deped.gov.ph)

## Research Brief:

### Utilization of Wh-Questions: Towards Improving Grade 4 Learners' Reading Comprehension

**Introduction:** This research focuses on improving the comprehension skills of Grade 4 learners using the Wh-Questions Pocketbook. Using the pocketbook every day with the guidance of their adviser, peers, and parents or siblings at home can improve their reading comprehension skills. With developed self-confidence and self-esteem among learners, they can enjoy reading better.

#### Research Overview

- **Study Title:** Utilization of Wh-Questions: Towards Improving Grade 4 Learners' Reading Comprehension
- **Research Conducted By:** Rosario A. Joson
- **Duration:** February 2024-June 2024

#### Methodology

- **Sample Size:** The participants comprised 25 Grade 4 learners under the frustration level.
- **Design:** The researcher utilized a pre-experimental design, specifically the one-group pretest-posttest design to determine the effects of the Wh-questions pocketbook as a reading intervention.
- **Data Collection:** Data collection involved administering a reading comprehension pretest and posttest to evaluate the learners' reading level before and after using the Wh-Questions Pocketbook.

**Key Findings:** The key findings of the study revealed that the use Wh-Questions Pocketbook significantly improved the learners' reading comprehension as evidenced by higher posttest scores compared to pretest results.

**Implications:** The use of Wh-Questions Pocketbook holds significant implications for enhancing reading comprehension skills and promoting inclusive education. These pocketbooks, containing a collection of "wh-questions" (who, what, where, when, why, and how), serve as valuable tools for educators to engage students in deeper levels of understanding and critical thinking.

**Conclusion:** This research concluded that the comprehension level of Grade 4 learners had a significant increase after being exposed to the utilization of Wh-Questions Pocket Book.

For more information: ROSARIO A. JOSON, Contact Number: 0968-463-5628, Email: rosario.joson@deped.gov.ph, Address: Taal, Pulilan, Bulacan.

## Research Brief:

### VLOG (Video of Letters On the Go) Technique on Kindergarten Learners' Letter Writing Skills

**Introduction:** The study sought to enhance the letter-writing abilities of the kindergarten pupils. It aimed to determine whether the learners' proficiency in writing letters had changed significantly before and after being exposed to the VLOG technique.

#### Research Overview

- **Study Title:** VLOG (Video of Letters On the Go) Technique on Kindergarten Learners' Letter Writing Skills
- **Research Conducted by:** Romelene R. Lebrando
- **Duration:** March – May 2024

#### Methodology

- **Sample Size:** Participants comprised 2 Kindergarten learners who did not pass the letter writing pre-assessment.
- **Design:** One group pretest-posttest design
- **Data Collection:** Written test

**Key Findings:** Results showed that the pupils' letter writing skills significantly improved after the use of VLOG Technique. The significant improvement in letter-writing skills using the VLOG Technique suggested that our department may explore incorporating similar learner-centered and technology-integrated approaches into its early childhood education curriculum.

**Implications:** Findings highlight the potential of participatory learning and technology to enhance educational practices, aligning with the focus on active learning. Further research and teacher training on the VLOG Technique's implementation could significantly improve letter-writing skills among Kindergarten pupils nationwide.

**Conclusions:** There was a significant difference between the pupils' letter writing skills before and after the use of VLOG Technique. This technique which involved weekly discussion of letters using video lessons helped pupils to develop mastery in letter writing.

For more information: For further details on the study, contact Romelene R. Lebrando, Pasong Bangkal Elementary School, and email address [romelene.lebrando@deped.gov.ph](mailto:romelene.lebrando@deped.gov.ph)



## Research Brief:

### **Optimizing the Mastery of Simple Verb Tense Using VERSE (Verb Enhancement and Refinement through Supplementary Exercises)**

**Introduction:** This classroom-based action research aimed to determine the effect of VERSE (Verb Enhancement and Refinement through Supplementary Exercises) intervention on the mastery of Grade 6 learners in simple verb tense. The researcher-made VERSE worksheets highlighted the use of the worksheet in simple grammatical doctrines.

#### **Research Overview**

- **Study Title:** Optimizing the Mastery of Simple Verb Tense Using VERSE (Verb Enhancement and Refinement through Supplementary Exercises)
- **Research Conducted by:** Marian R. Parairo
- **Duration:** March – May 2024

#### **Methodology**

- **Sample Size:** The participants involved 36 Grade 6 learners from the Section Elpidio Quirino
- **Design:** One group pretest-posttest design
- **Data Collection:** Pretest and posttest assessment tools

**Key Findings:** The pupils managed to attain mastery of simple verb tense with the VERSE. Incorporating similar intervention methods, tailored to individual learning needs and monitored through formative assessments, should be considered in teaching practice.

**Implications:** Integrating VERSE-like activities into curriculum development emphasizes a more interactive and experiential approach to grammar instruction, which can significantly improve pupil learning. Further research examining the long-term impact of VERSE, comparing it to other interventions, and exploring the role of individual differences could provide deeper insights into its effectiveness.

**Conclusions:** There is a significant difference between the pupils' mastery over simple verb tenses before and after the intervention. Statistical results collectively demonstrated the positive outcome of the intervention on the pupils' grammatical skills.

For more information: For further details on the study, contact Marian R. Parairo, Pinaod Central School, and [marian.parairo001@deped.gov.ph](mailto:marian.parairo001@deped.gov.ph)

## Research Brief:

### **I-SHARE (Intensifying Spelling Habit and Assessment with Remote Exercises) Approach in Improving Grade 5 Learners' Spelling Skills**

**Introduction:** This classroom-based action research aimed to determine the effect of I-SHARE (Intensifying Spelling Habit and Assessment with Remote Exercises) Approach on the skills of Grade 5 learners in spelling of words. The researcher designed and developed the I-SHARE Approach using Google Forms in spelling.

#### **Research Overview**

- **Study Title:** I-SHARE (Intensifying Spelling Habit and Assessment with Remote Exercises) Approach in Improving Grade 5 Learners' Spelling Skills
- **Research Conducted by:** Romel C. Roque, PhD
- **Duration:** January- April 2024

#### **Methodology**

- **Sample Size:** The participants comprised 26 Grade 5 learners who did not pass the performance task in spelling.
- **Design:** One group pretest-posttest design
- **Data Collection:** Online spelling test

**Key Findings:** The pupils' spelling skills improved after the intervention. The I-SHARE approach proved to be highly effective in promoting spelling mastery.

**Implications:** The significant improvement in pupils' spelling skills using the I-SHARE approach suggests that the Department of Education may consider integrating similar child-centered and technology-enhanced strategies into its literacy programs. This finding reflects the potential of participatory learning and the effective use of technology to enhance educational practices, aligning with the focus on learner-centered approaches in PPAs. Further research and teacher training on the I-SHARE method could lead to widespread improvements in spelling proficiency across schools.

**Conclusions:** There is a significant difference between the pupils' spelling skills before and after the use of the intervention. The I-SHARE approach proved to be highly effective in promoting spelling mastery. The use of technology further enhanced the learning process, leading to notable progress and improvement as evidenced by the significant difference between the pupils' pretest and posttest scores.

For more information: For further details on the study, contact Romel C. Roque, PhD, Akle Elementary School, and [romel.roque@deped.gov.ph](mailto:romel.roque@deped.gov.ph)

## Research Brief:

### Fostering Reading Comprehension Skills of Grade 6 Learners Using Partner Reading Strategy

**Introduction:** The research sought to evaluate the effectiveness of the Partner Reading Strategy in the development of reading comprehension skills of Grade 6 pupils during the Fourth Quarter of the school year 2023-2024. It specifically aimed to determine the effectiveness of Partner Reading Strategy on the grade 6 comprehension skills.

#### Research Overview

- **Study Title:** Fostering Reading Comprehension Skills of Grade 6 Learners Using Partner Reading Strategy
- **Research Conducted By:** Ma. Chevy L. Malang, MAED
- **Duration:** March – May 2024

#### Methodology

- **Sample Size:** The participants involved thirty-eight (38) Grade 6-pupils from Salacot Elementary School, San Miguel Central District, for the school year 2023-2024, including nineteen (19) males and nineteen (19) females based on the Phil Iri Group Screening Test (GST).
- **Design:** One Group Pre-Test-Post-Test Design
- **Data Collection:** Pretest and posttest assessment tools

**Key Findings:** Results revealed a significant mean increase in posttest scores compared to pretest scores (mean difference = -4.500, SD = 1.956, SE = 0.317,  $t(37) = -14.185$ ,  $p < 0.001$ ). The findings demonstrate the success of the Partner Reading Strategy in fostering reading comprehension skills.

**Implications:** The results suggested that targeted instructional interventions, like Partner Reading, can significantly improve student performance and offer valuable insights for educational practice, curriculum development, and student learning support. This approach could be beneficially applied in other educational contexts to support and enhance students' reading comprehension abilities.

**Conclusion:** The learners' posttest scores significantly improved compared to their pretest scores indicating that the instructional approach was effective in improving learners' capacity for reading comprehension. This implies that the intervention successfully addressed learners' initial weaknesses and tailored the instruction to meet their specific needs.

**For More Information:** For further details on the study, contact Ma. Chevy L. Malang, Salacot Elementary School, San Miguel Central District, at [machevy.malang@deped.gov.ph](mailto:machevy.malang@deped.gov.ph)



## Research Brief:

### Reading Legend: Its Effect on the Reading Comprehension of Grade 5 Learners

**Introduction:** This action research aimed to assess the effectiveness of the Reading Legend program in improving the reading performance of Grade 5-B students at Salacot Elementary School during the fourth quarter of the 2023-2024 school year.

#### Research Overview

- **Study Title:** Reading Legend: Its Effect on the Reading Comprehension of Grade 5 Learners
- **Research Conducted By:** Mary Grace T. San Pedro
- **Duration:** April – May 2024

#### Methodology:

- **Sample Size:** The study included 25 students, consisting of 9 males and 16 females from Grade 5-B learners, all of whom scored 13 or below on the Phil-Iri Group Screening Test administered in September 2023
- **Design:** The study employed a pre-experimental design, specifically using the pretest-posttest method as the primary tool for data collection.
- **Data Collection:** Before the study, the researcher administered a pre-test to assess the reading abilities of Grade 5-B learners, selecting those at frustration or instructional levels as participants. A post-test was conducted at the end of the fourth quarter, followed by interviews to explore participants' perceptions.

**Key Findings:** The intervention led to a significant improvement in reading performance. Before, 76% of participants were at the "FRUSTRATION" level, struggling with comprehension, while 24% were at the "INSTRUCTIONAL" level. Afterward, 76% advanced to the "INDEPENDENT" level, and 24% moved to "INSTRUCTIONAL," with no one remaining at "FRUSTRATION." Learner interviews confirmed that Reading Legend greatly enhanced their comprehension.

**Implications:** The Reading Legend intervention improved reading comprehension, with potential for broader use. Tailored support, regular monitoring, and studies on long-term impact are recommended.

**Conclusion:** The Reading Legend intervention significantly improved learners' reading comprehension, with most participants reaching independent reading levels. Its effectiveness demonstrates the value of evidence-based programs in enhancing reading skills.

For more information: For further details on the study, contact Mary Grace T. San Pedro, Buga Elementary School, San Miguel North District. Email address: [mary.sanpedro@deped.gov.ph](mailto:mary.sanpedro@deped.gov.ph)

## Research Brief:

### Use of Picture-Embedded Words through Teacher's Repetition in Improving Spelling Skills on Basic Sight Words of Grade 2 Pupils

**Introduction:** The research aimed to assess the effectiveness of using picture-embedded words combined with teacher repetition to enhance the spelling proficiency. Specifically, it sought to analyze and compare the spelling performance of the learner participants before and after implementing this innovative instructional strategy, highlighting its impact on their learning outcomes.

#### Research Overview

- **Study Title:** Use of Picture-Embedded Words through Teacher's Repetition in Improving Spelling Skills on Basic Sight Words of Grade 2 Pupils
- **Research Conducted By:** Hervie C. Eroles
- **Duration:** March – May 2024

#### Methodology

- **Sample Size:** The study included 20 Grade 2 pupils (11 males, 9 females) from Malinao Elementary School (2023-2024), selected based on pre-test results, where only 8 of 28 met the 60% MPL.
- **Design:** The study employed a quantitative one-group pretest-posttest design.
- **Data Collection:** A pre-test assessed baseline spelling skills. The participants underwent a seven-week intervention using picture-embedded words with teacher repetition, introducing five words daily and reinforcing them weekly. Progress was tracked weekly, and a post-test measured improvements.

**Key Findings:** Statistical analysis showed a significant mean difference of -5.350 ( $t = -10.841$ ,  $p < .001$ ) between pre-test and post-test scores, indicating substantial improvement in Grade 2 students' spelling skills. The rejection of the null hypothesis confirms that picture-embedded words with teacher repetition effectively enhance spelling proficiency, emphasizing its value in meaningful learning.

**Implications:** The findings of this study suggest that innovative instructional strategies, such as the integration of picture-embedded words and teacher repetition, can effectively enhance foundational literacy skills, particularly spelling proficiency in early-grade learners.

**Conclusion:** The results of this study indicate that the use of picture-embedded words, combined with teacher repetition, significantly enhanced students' spelling skills.

For More Information: For further details on the study, contact Hervie C. Eroles, Malinao Elementary School on the email address: [hervie.eroles@deped.gov.ph](mailto:hervie.eroles@deped.gov.ph)

## Research Brief:

### Interactive PowerPoint: Enhancing Pupils' Academic Performance in English 6

**Introduction:** This study investigated the effectiveness of Interactive PowerPoint and Quizizz as intervention tools to enhance the academic performance of Grade 6 pupils in English. It aimed to address learning gaps and low proficiency levels in English using engaging, gamified, and interactive multimedia resources.

#### Research Overview

- **Study Title:** Interactive PowerPoint: Tool for Enhancing Pupils' Academic Performance in English 6
- **Research Conducted by:** Mary Grace G. Tecson, PhD
- **Duration:** March – May 2024

#### Methodology

- **Sample Size:** 27 Grade 6 pupils from Section Manuel L. Quezon, identified based on low grades and poor performance in periodical exams.
- **Design:** Pre-experimental one-group pretest-posttest design, where a pretest was administered, the intervention was implemented, and a posttest was conducted to measure performance improvement.
- **Data Collection:** Pretest and posttest, along with individual interviews to gather qualitative feedback.

**Key Findings:** Pretest results showed poor performance (mean = 14.30), while posttest scores improved significantly (mean = 47.19), with 96.3% achieving a "Very Proficient" rating. A t-test confirmed a highly significant difference ( $p < 0.05$ ), validating the intervention. Students reported increased motivation due to gamified, interactive tools.

**Implications:** Gamified and multimedia tools like Interactive PowerPoint and Quizizz enhance learning and engagement. Recommendations include: institutionalizing similar interventions across subjects; training teachers in interactive multimedia integration; and addressing connectivity and device access for inclusivity.

**Conclusion:** Interactive PowerPoint and Quizizz effectively bridged learning gaps in Grade 6 English, significantly improving performance. The findings support gamification and multimedia integration for active learning and better outcomes.

**For More Information:** For further details on the study, contact Mary Grace G. Tecson, PhD, at Pinambaran Elementary School via [marygrace.tecson@deped.gov.ph](mailto:marygrace.tecson@deped.gov.ph)



## Research Brief:

### **Artwork Manipulatives in Reading Practice of CVC Word Families: Effect on Grade 1 Learners' Reading Skills**

**Introduction:** Grade 1 pupil-participants had very weak word recognition skills when it comes to reading and understanding the meaning of CVC words. This is a critical stage for young learners as it is thought to be the cornerstone of early reading literacy. The use of the crafted artwork manipulatives in introducing CVC words as frequently as possible can hone the reading skills and increase the learners' level of word recognition of Grade 1 pupils.

#### **Research Overview**

- **Research Conducted By:** Rosette C. Balarao
- **Duration:** April – May 2024

#### **Methodology**

- **Sample Size:** The study involved 21 Grade 1 pupils from Tukod Elementary School who scored 0 on the C6a Oral Reading Passage in the recent EGRA Pre-Test.
- **Design:** Pre-experimental research using a pretest-posttest design
- **Data Collection:** Pretests and posttests assessed CVC word recognition. Parents and pupils were oriented, with consent ensuring privacy. A five-week intervention included CVC word practice using manipulatives, reading materials, worksheets, and assignments, with continuous guidance and attendance monitoring. A posttest measured progress and intervention effectiveness.

**Key Findings:** Pretest results showed all participants (100%) had poor word recognition ( $\leq 16/50$ ). After the CVC word recognition intervention, posttest scores significantly improved, with the mean rising from 8.24 (very poor) to 15.95 (very good). A p-value of .000 confirmed the effectiveness of art manipulatives in enhancing word recognition.

**Implications:** Learners reported that artwork manipulatives improved reading skills, retention, and motivation, highlighting their effectiveness as a valuable reading tool.

**Conclusions:** The application of artwork manipulatives during the intervention led to a significant improvement in pupils' word recognition skills.

For further details on the study, contact Rosette C. Balarao, Tukod Elementary School, at [rosette.castillo@deped.gov.ph](mailto:rosette.castillo@deped.gov.ph)

## Research Brief:

### Utilizing Multisensory Learning Materials to Improve Grade 2 Learners' Performance in Fractions using VARK Method.

**Introduction:** This is an action research that focuses on the efficacy of Multisensory Learning Materials (MLM) enhanced the 30 Grade 2 learners of Pila Elementary School in understanding fractions. The researchers developed useful, colorful and durable manipulative materials for the learners to use. The activities are divided into four categories based from the VARK method (visual, auditory, reading and kinesthetic). This study was implemented during the Fourth Quarter of School Year 2023-2024.

#### Research Overview

- **Study Title:** Utilizing Multisensory Learning Materials to Improve Grade 2 Learners' Performance in Fractions.
- **Research Conducted By:** Leonila S. Dela Cruz and Ma. Evalyn S. Lapig
- **Duration:** March 2024 – May 2024

#### Methodology

- **Sample Size:** The participants are 30 Grade 2 students, who were found to be struggling in fractions, took part in this research.
- **Design:** This study employed a pre-experimental one-group pretest-posttest design as its research methodology.
- **Data Collection:** A 20-item pretest measured initial fraction comprehension. Weekly assessments, including quizzes, exercises, and observations, tracked progress during the four-week intervention. A posttest, mirroring the pretest, evaluated learning gains.

**Key Findings:** The results show significant improvement in learners' fraction comprehension after the MLM intervention, demonstrating its effectiveness in enhancing performance and reducing learning gaps.

**Implications:** The findings support the use of multisensory approaches to help young learners grasp complex mathematical concepts more effectively.

**Conclusion:** Multisensory Learning Materials (MLM) significantly improved Grade 2 students' understanding of fractions, fostering a more inclusive and effective learning environment. The findings highlight MLM's potential to enhance foundational math skills and support diverse learning needs.

For More Information: Leonila S. Dela Cruz and Ma. Evalyn S. Lapig, Pila Elementary School, Sta. Maria Central, SDO Bulacan. Email: Deped Tayo Pila Elementary School, Mobile phone: 09281860415

## Research Brief:

### Development of a Guide Booklet for Functional Home Learning Spaces (FHLS)

**Introduction:** Functional Home Learning Spaces (FHLS) aims to create a learning nook in houses for learners to feel more comfortable studying. A small space on corner in their houses will be converted into a “classroom” with parents, siblings of learners and other relatives as facilitators using various modalities.

#### Research Overview

- **Study Title:** Development of a Guide Booklet for Functional Home Learning Spaces (FHLS)
- **Research Conducted By:** Maria Luisa N. Lipana, EdD
- **Duration:** March 2024 – June 2024

#### Methodology

- **Sample Size:** Using Raosoft’s sample size calculator, 273 parents and 40 teachers were selected for the quantitative phase. Additionally, seven (7) teachers and seven (7) parents were purposively chosen as key informants for the qualitative phase.
- **Design:** The study employed researcher-made questionnaires, focus group discussions (FGD), and unstructured interviews.
- **Data Collection:** The result of the researcher’s made questionnaires were gathered through the advisers. The discussion through the in-depth interview was documented during a voice recorder and was transcribed verbatim.

**Key Findings:** The guide booklet developed for FHLS served as a valuable resource in establishing and maintaining home-based learning environments.

**Implications:** Successful implementation of FHLS required the preparation and involvement of both internal and external stakeholders. The developed guide booklet played a crucial role in the project’s execution. Despite material shortages, parents remained committed to maintaining conducive FHLS environments and sustaining their functionality.

**Conclusion:** Regular teacher monitoring and support in providing learning materials were key factors in the effective utilization and sustainability of FHLS. Additionally, strong parental involvement contributed significantly to the project’s success.

**For More Information:** For further details on the study, contact MARIA LUISA N. LIPANA, EdD ,09257425449, marialuisa.lipana001@deped.gov.ph



## Research Brief:

### **Four Square Schemer: Effect on Sentence Construction Skills of Grade Five Learners**

**Introduction:** This action research aimed to enhance the sentence construction proficiency of 35 Grade 5 learners at Jose Juan Serapio Elementary School, Sta. Maria Central, Division of Bulacan. The intervention, *Four Square Schemer*, was developed and implemented during the fourth quarter of the School Year 2023–2024.

#### **Research Overview**

- **Study Title:** Four Square Schemer: Effect on Sentence Construction Skills of Grade Five Learners
- **Research Conducted by:** Maria Leny P. Eugenio
- **Duration :** March – May 2024

#### **Methodology**

- **Sample Size:** 35 Grade 5 learners with the lowest pretest scores
- **Design:** One-group pretest-posttest
- **Data Collection:** Pretest assessment before the intervention and posttest assessment after the intervention

**Key Findings:** A comparison of pretest and posttest results showed a significant increase in scores, including highest, lowest, mean, and Mean Percentage Score (MPS). The posttest results indicated that 96.53% of learners demonstrated improved sentence construction skills, confirming the intervention's effectiveness.

**Implications:** The effectiveness of the Four Square Schemer suggests its potential for integration into regular language lessons to enhance sentence construction skills among learners. Consistent use of the intervention, even in hybrid or flexible learning settings, can further reinforce mastery and improve writing proficiency.

**Conclusion:** The substantial improvement in posttest scores can be attributed to two key factors: (1) the consistent implementation of the intervention, even through hybrid learning during class suspensions, which reinforced mastery; and (2) the Four Square Schemer's engaging and learner-centered approach, which heightened motivation and participation. The study highlights the intervention's effectiveness in enhancing sentence construction skills.

**For More Information:** For further details on the study, contact Maria Leny P. Eugenio, Jose Juan Serapio Elementary School, Sta. Maria Central, SDO Bulacan, Email: [marialeny.eugenio@deped.gov.ph](mailto:marialeny.eugenio@deped.gov.ph), Mobile phone: 09684670226

## Research Brief:

### **The Combined Effects of Audiolingual and Lexicon Approach in Vocabulary Fluency of Grade Five Learners**

**Introduction:** This action research focused on improving the vocabulary skills of Grade 5 learners at St. Mary Village Elementary School, Santa Maria Central District, Division of Bulacan. Using the Felder-Silverman Learning Style Model, the researcher developed and implemented an intervention combining the Audiolingual and Lexicon approaches. This intervention emphasized repeated familiarization with word sounds, spelling, and pronunciation through audio applications, along with the discovery and application of word meanings through game-based activities and worksheets.

#### **Research Overview**

- **Study Title:** The Combined Effects of Audiolingual and Lexicon Approach in Vocabulary Fluency of Grade Five Learners
- **Research conducted By:** Archielyn A. Semanero, PhD
- **Duration:** February - May 2024

#### **Methodology**

- **Sample Size:** 35 Grade 5 learners identified as struggling in vocabulary proficiency, selected through purposive sampling.
- **Design:** One-group pretest-posttest design
- **Data Collection:** A pretest assessment was conducted before the intervention, followed by a posttest assessment after the intervention to measure vocabulary improvement.

**Key Findings:** Posttest results showed a 32% increase in the Mean Percentage Score (MPS) compared to the pretest, indicating significant vocabulary improvement. The hypothesis was rejected, confirming that the intervention had a statistically significant impact on learners' vocabulary skills. Additionally, learners perceived the intervention as helpful, effective, and beneficial in enhancing their vocabulary proficiency.

**Implications:** Integrating Audiolingual and Lexicon approaches is an effective strategy for vocabulary development. Teachers can incorporate audio drills and game-based learning to reinforce word recognition, pronunciation, and usage.

**Conclusion:** The Audiolingual and Lexicon approaches effectively improved vocabulary skills. Audio drills enhanced word exposure, pronunciation, and spelling, while game-based activities made learning engaging, sustaining learner interest and contributing to the intervention's success.

**For More Information:** For further details on the study, contact Archielyn A. Semanero, St. Mary Village Elementary School, Sta. Maria Central, SDO Bulacan, Email: [archielyn.semanero@deped.gov.ph](mailto:archielyn.semanero@deped.gov.ph), Mobile phone : 09322537823

## Research Brief:

### **Improving Grade 6 Learners' Skills in the Lexicalization of Incidental Vocabulary Through Social and Emotional Learning (SEL)-Based Activity Sheets**

**Introduction:** Lexicalization is essential for reading comprehension, as learners must understand word meanings to fully grasp texts. Research in psychology and education emphasizes the importance of Social and Emotional Learning (SEL)-based materials in enhancing Grade 6 learners' lexicalization skills at Lalakhan Elementary School.

#### **Research Overview**

- **Study Title:** Improving Grade 6 Learners' Skills in Lexicalization of Incidental Vocabulary Through Social and Emotional Learning (SEL)-based Activity Sheets
- **Research Conducted by:** April Joy Chua
- **Duration:** March – September 2024

#### **Methodology**

- **Sample Size:** 14 Grade 6 learners composed of 10 males and 4 females who did not meet the passing score in the Phil-IRI pre-reading assessment.
- **Design:** The study used a mixed-methods approach combining quantitative and qualitative methods.
- **Data Collection:** Teacher-made tests provided quantitative data, while interviews captured learners' qualitative responses.

**Key Findings:** Learners improved vocabulary acquisition through lexicalization. SEL-based activity sheets effectively enhanced their incidental vocabulary learning.

**Implications:** The study revealed the gaps in learners' ability to effectively acquire and use vocabulary. This can guide teachers in English to include targeted activities or materials that enhance other lexicalization skills, such as word formation exercises, vocabulary-building tasks, and semantic mapping.

**Conclusion:** Effective lexicalization is essential for improving reading comprehension, highlighted by the positive impact of SEL-based activities.

**For More Information:** For further details on the study, contact Ms. April Joy M. Chua, Lalakhan Elementary School at [apriljoy.chua@deped.gov.ph](mailto:apriljoy.chua@deped.gov.ph)



## Research Brief:

### **Sentence Writing Drill (SeWD): Effects on the Written Composition Skills of Grade 6 Pupils**

**Introduction:** This study examines the effects of the Sentence Writing Drill (SeWD) intervention on the written composition skills of 30 Grade 6 (Plato) pupils at Miguel M. Cruz Memorial School. It further explores how the intervention impacts learners' performance in English 6.

#### **Research Overview**

- **Study Title:** Sentence Writing Drill (SeWD): Effects on the Written Composition Skills of Grade 6 Pupils
- **Research Conducted By:** Leonarda R. Ignacio
- **Duration:** April 1 – May 28, 2024

#### **Methodology**

- **Sample Size:** 30 Grade 6-Plato (SSES) learners, whose class average in English 6 was 85.33 in the First Quarter and 85.77 in the Second Quarter.
- **Design:** Pretest-posttest design
- **Data Collection:** Analysis of English Performance Tasks (PeTa) results from the First and Second Quarters of School Year 2023–2024.

**Key Findings:** The Sentence Writing Drill (SeWD) intervention significantly improved learners' ability to compose sentences using the five basic sentence patterns. The intervention also enhanced subject-verb agreement skills and critical thinking as learners progressed through structured drills.

**Implications:** The poor performance in English Performance Tasks (PeTa) among Grade 6-Plato (SSES) learners was addressed through structured sentence writing drills using a booklet-based intervention. This strategy effectively strengthened learners' sentence construction skills and grammatical accuracy. Teachers may consider integrating SeWD into their instruction to support language proficiency development.

**Conclusion:** The significant increase in posttest scores demonstrates the effectiveness of Sentence Writing Drill (SeWD) in improving sentence composition skills. The intervention not only helped learners construct clear and grammatically correct sentences but also enhanced their critical thinking and subject-verb agreement proficiency.

**For More Information:** For further details on the study, contact LEONARDA R. IGNACIO, 0933-2184-913, Miguel M. Cruz Memorial School at 105157@deped.gov.ph

## Research Brief:

### Library: A Center for Writing Enrichment of the STE Learners

**Introduction:** This study aimed to enhance STE learners' writing skills by utilizing the library as a center for writing enrichment. It focused on developing library-based writing activities tailored to students' needs.

#### Research Overview

- **Study Title:** Library: A Center for Writing Enrichment of the STE Learners
- **Research Conducted By:** Reyлина M. Delos Reyes
- **Duration:** February – May 2024

#### Methodology

- **Sample Size:** Purposive sampling was used to select English 8 teachers with at least five years of experience and Master Teachers in English as evaluators.
- **Design:** Developmental research focused on establishing the library as a writing enrichment center.
- **Data Collection:** Focus Group Discussions with English teachers and the school librarian identified effective teaching strategies and enrichment activities. Highly proficient teachers provided feedback through interviews, and thematic analysis was used to interpret responses.

**Key Findings:** English 8 teachers and school librarian shared the problems encountered in teaching and reinforcing writing to the students. They also stated strategies that may help the students improve writing skills and enhance their vocabulary. A writing strategies activity that focuses on students' needs and a localized library task manual should be developed as recommended by the experts in the field, such as the Head Teacher and Master Teachers of the said learning area.

**Implications:** By prioritizing writing enrichment, the library becomes an indispensable partner in the educational journey, empowering learners to become confident, skilled, and creative communicators and writers.

**Conclusion:** Library Task Manual was developed using the ADDIE model anchored to the responses of English 8 teachers, school librarian, and highly proficient teachers.

**For More Information:** For further details on the study, contact Mrs. Reyлина M. Delos Reyes, 0968 506 3971, from Parada National High School and the email address is reynila.mendoza@deped.gov.ph

## Research Brief:

### **Design and Development of Innovative Learning Material for SHS Oral Communication : A Research-Based Intervention**

**Introduction:** The 2023 Regional Diagnostic Assessment (RM NO. 504 S. 2022) revealed that 83% of Grade 11 students at Sta. Maria National High School did not pass Oral Communication in Context, highlighting the need for intervention. This study developed an innovative learning material to enhance Senior High School students' oral communication skills, evaluated using the LRMDs Evaluation Tool for Non-Print Materials.

#### **Research Overview**

- **Study Title:** Design and Development of Innovative Learning Material for SHS Oral Communication : A Research-Based Intervention
- **Research Conducted By:** Loticio, Ronel D., Dela Rosa, Julie Ann E.
- **Duration:** November 2023 to May 2024

#### **Methodology**

- **Sample Size:** Five English teachers with 3–5 years of experience in Junior and Senior High School.
- **Design:** The study used Research and Development design.
- **Data Collection:** Data for the research were collected through (1) RDA 2023 Result in Oral Communication subject, (2) LRMDs Evaluation Tool for Non-Print Materials, (3) Interview guide questions.

**Key Findings:** Junior and Senior High School English teachers shared the challenges they encountered in teaching communication skills, as well as the difficulties students faced that needed to be addressed. They suggested strategies for teaching communication, methods for assessing students' oral communication skills, and innovative resources to enhance learning. Additionally, they identified assessment tools for evaluating the learning material developed at the end of the study.

**Implications:** Addressing these challenges through an innovative learning material can enhance students' oral communication skills, providing effective teaching strategies and assessment tools.

**Conclusion:** The themes and subthemes identified during the FGD led to the development of the learning material. The researchers successfully created the learning material that would help to improve the oral communication skills of Senior High School students.

For More Information: For more details on the study, you may contact Ronel D. Loticio, [ronel.loticio@deped.gov.ph](mailto:ronel.loticio@deped.gov.ph), Julie Ann E. Dela Rosa, [julieann.delarosa@deped.gov.ph](mailto:julieann.delarosa@deped.gov.ph)



## Research Brief:

### **Engage, Learn, Practice, Apply, Review (ELPAR): Interactive Reading Framework and Strategies for Grade 2 Learners**

**Introduction:** This study aimed to develop the ELPAR interactive reading framework and strategies based on the ideas and experiences of reading teachers at primary level. A developmental research methodology was applied in this study. The gathered data were analyzed through thematic analysis.

#### **Research Overview**

- **Study Title:** Engage, Learn, Practice, Apply, Review (ELPAR): Interactive Reading Framework and Strategies for Grade 2 Learners
- **Research conducted by:** Charito S. Adriano and Nemia A. Quarteros
- **Duration:** January 2024 to May 2024

#### **Methodology**

- **Sample Size:** This study involved primary teachers from Grade 1 to Grade 3, who teach reading, in Tabing Bakod Elementary School for the School Year 2023-2024 for gathering qualitative data.
- **Design:** This study utilized developmental research design through qualitative approach.
- **Data Collection:** Focus Group Discussion

**Key Findings:** Learners faced reading difficulties due to limited practice and a lack of engaging materials. Effective strategies for reading growth included parental involvement, visual aids, collaborative learning, and systematic approaches.

**Implications:** Using visual aids, graphic organizers, and educational technology can enhance reading engagement. Collaborative learning and regular reflection reinforce skills, while family involvement strengthens school-home connections, fostering sustained literacy development.

**Conclusion:** The ELPAR framework and strategies provided a comprehensive and structured approach to literacy instruction, actively engaging Grade 2 learners while enhancing skill development and meaningful application of reading strategies. By guiding learners through its five phases—Engage, Learn, Practice, Apply, and Review, which create dynamic and inclusive learning experiences that support diverse learning styles and promote deeper text comprehension. This interactive strategy not only improves reading abilities but also boosts learners' confidence and enthusiasm for reading.

**For More Information:** For further details on the study, contact Charito S. Adriano or Nemia A. Quarteros, Sta. Maria East District, Email: [charito.adriano001@deped.gov.ph](mailto:charito.adriano001@deped.gov.ph) or [nemia.quarteros@deped.gov.ph](mailto:nemia.quarteros@deped.gov.ph)

## Research Brief:

### **Improving the Alphabet Knowledge of Kindergarten Learners of Tumana Elementary School through Contextualized Interactive Activities**

**Introduction:** This study addressed the challenge of improving alphabet knowledge among kindergarten learners by implementing contextualized interactive activities designed to meet their unique learning needs. Employing a pre-experimental one-group pretest-posttest design, the research analyzed the effectiveness of these interventions in enhancing early literacy skills.

#### **Research Overview**

- **Study Title:** Improving the Alphabet Knowledge of Kindergarten Learners of Tumana Elementary School through Contextualized Interactive Activities
- **Research Conducted By:** Maria Elizabeth A. Dela Cruz, PhD
- **Duration:** March 2024- May 2024

#### **Methodology**

- **Sample Size:** The study involved Kindergarten learners from Kindergarten Puti at Tumana Elementary School for SY 2023-2024. These learners did not reach the passing score on the pretest, which was conducted using a teacher-made assessment tool.
- **Design:** Pre-experimental one-group pretest-posttest design
- **Data Collection:** Contextualized interactive activities were developed and validated by the SQAT using the LRMDs tool. A pretest, posttest, and letter assessment monitoring checklist were used to evaluate and track learners' performance. The effectiveness of the intervention was analyzed using a paired-sample t-test.

**Key Findings:** Learners initially struggled with letter recognition, scoring an average of 10.38 in the pretest. After the intervention with contextualized interactive activities, the mean posttest score increased to 17.00. A paired sample t-test showed a significant improvement (mean gain = 6.625,  $p = .000$ ), confirming the intervention's effectiveness.

**Implications:** Contextualized interactive activities effectively enhance literacy skills in kindergarten learners. The study recommends integrating these activities into the curriculum, applying them to other subjects, and providing teacher training. Further research is encouraged to examine their broader educational impact.

**Conclusion:** The utilization of contextualized interactive activities significantly improved the alphabet knowledge of kindergarten learners.

**For More Information:** For further details on the study, contact Maria Elizabeth A. Dela Cruz, PhD, Tumana Elementary School - Sta. Maria East District, Email: [mariaelizabeth.alfonso@depd.gov.ph](mailto:mariaelizabeth.alfonso@depd.gov.ph)

## Research Brief:

### **EASheets: Tool in Improving the Basic Research Skills of the STE Learners**

**Introduction:** This action research aimed to determine the effectiveness of the EASheets also known as Exploratory Activity Sheets, in improving the STE Program's basic research skills. Furthermore, the study obtained the students' perceptions of how the EASheets helped them acquire basic research skills.

#### **Research Overview**

- **Study Title:** EASheets: Tool in Improving the Basic Research Skills of the STE Learners
- **Research Conducted By:** Ruby Ann B. Carpio, Sahra Jane P. Hoper, Rhiea S. Hipolito
- **Duration:** February to May 2024

#### **Methodology**

- **Sample Size:** The participants of the study were 35 STE students from Section Alcala of Parada National High School enrolled during SY 2023-2024.
- **Design:** This study utilized mixed-methods research involving quantitative and qualitative methods.
- **Data Collection:** The participants completed the Exploratory Activity (EA) Sheets, each covering five (5) topics derived from reputable journals. One topic was assigned per week, with the material distributed every Monday and collected every Thursday. Additionally, Fridays were designated for checking and providing feedback. After completing all research-based journal activities, the respondents took the EA Sheet Posttest.

**Key Findings:** Learners' exposure to EASheets appears to have a more holistic and integrated approach to learning across the three subjects. The EASheets effectively addressed the learner's needs in developing basic research skills and a positive attitude toward using EASheets.

**Implications:** By engaging learners in structured, research-based activities, EASheets not only enhance their comprehension and analytical skills but also cultivate critical thinking and problem-solving abilities.

**Conclusion:** The intervention through EA Sheets has demonstrated its efficacy in enhancing learners' academic achievements. The structured and research-oriented activities within the EA Sheets provided a robust framework for developing essential skills, leading to improved performance in Science, English, and Mathematics.

**For More Information:** For further details on the study, contact 0931-148-1678, Parada National High School, [rubyann.bernardo001@deped.gov.ph](mailto:rubbyann.bernardo001@deped.gov.ph), [sahrajane.hoper@deped.gov.ph](mailto:sahrajane.hoper@deped.gov.ph), or [rhiea.hipolito@deped.gov.ph](mailto:rhiea.hipolito@deped.gov.ph)



## Research Brief:

### **Digital Bridges to Literacy: Empowering Alternative Learning System - Senior High School Learners' Reading Comprehension through Projected Audio-Visual Material**

**Introduction:** This study aimed to develop Projected Audio-Visual Reading Materials (PAVReM) to enhance the reading comprehension of ALS learners at Sta. Maria National High School. After its development, the study assessed the impact of PAVReM by comparing the learners' reading comprehension levels before and after the intervention.

#### **Research Overview**

- **Study Title:** Digital Bridges to Literacy: Empowering Alternative Learning System - Senior High School Learners' Reading Comprehension through Projected Audio-Visual Material
- **Research Conducted By:** Concepcion, Janeth G., Mayugba, Aaron Carl S., and Ramos, Paulo E.
- **Duration:** November 2023 to May 2024

#### **Methodology**

- **Sample Size:** 18 ALS Learners Participants, identified as having "Frustration" level of reading comprehension after the pre-test
- **Design:** The study employed mixed-methods and pre-experimental pretest-posttest research design.
- **Data Collection:** Data was collected using a Reading Comprehension Pretest, LRMDs Evaluation Tool, Reading Comprehension Posttest, and Interview Guide Questions.

**Key Findings:** The PAVReM met content, instructional, and technical quality standards based on the LRMDs Evaluation Tool for Non-Print Materials. ALS learners showed significant improvement in reading comprehension after using PAVReM. Key themes describing their experience include enhanced understanding and comprehension; recognition of unfamiliar vocabulary; vocabulary- and knowledge-enhancing activities; improved pronunciation; and increased motivation, interest, and enjoyment in reading.

**Implications:** The study's findings suggest that teachers can enhance learners' reading comprehension by integrating PAVReM or adopting similar instructional strategies inspired by its development.

**Conclusion:** The implementation of PAVReM improved the reading comprehension levels of ALS learners.

For More Information: For more details on the study, contact Janeth G. Concepcion, Aaron Carl S. Mayugba, [janeth.concepcion001@deped.gov.ph](mailto:janeth.concepcion001@deped.gov.ph); [aaroncarl.mayugba@deped.gov.ph](mailto:aaroncarl.mayugba@deped.gov.ph), Paulo E. Ramos, [paulo.ramos001@deped.gov.ph](mailto:paulo.ramos001@deped.gov.ph)

## Research Brief:

### Pictowords: Its Effect on the Reading Skills of Grade 1 Learners

**Introduction:** This study examined the effectiveness of Pictowords as reading materials in improving the reading skills of Grade 1 learners. It aimed to explore potential solutions to support slow readers in developing their reading proficiency.

#### Research Overview

- **Study Title:** Pictowords: Its Effect on the Reading Skills of Grade 1 Learners
- **Research Conducted By:** Nelyca F. Fernando
- **Duration:** April 8, 2024-May 30, 2024

#### Methodology

- **Sample Size:** 18 Grade 1 learners identified as non-readers
- **Design:** The proponent was used in a one-group pretest-posttest pre-experimental study design.
- **Data Collection:** A 30-item pretest and posttest assessed reading skills, consisting of: 10 CVC word recognition items; 10 phrase recognition items; and 10 sentence reading items. The assessments were designed to measure learners' reading proficiency before and after using Pictowords.

**Key Findings:** After using Pictowords, learners showed significant improvement in reading CVC words, phrases, and sentences, reaching an advanced reading level. The posttest mean scores were notably higher than the pretest scores, indicating the effectiveness of the intervention.

**Implications:** The study recommends: expanding the use of Pictowords to enhance academic achievement in other subjects; encouraging the LRMDs unit to promote this innovative material, training teachers in developing and implementing Pictowords in instruction, utilizing Pictowords for remediation in other grade levels, and Conducting further research on its effectiveness across different learning contexts.

**Conclusion:** The findings confirm that Pictowords significantly improved the reading skills of Grade 1 learners. This innovative approach effectively supports struggling readers, making it a valuable tool for early literacy development.

For more information: For further details on the study, contact Nelyca F. Fernando, Mag-asawang Sapa Elementary School, at [nelyca.fernando@deped.gov.ph](mailto:nelyca.fernando@deped.gov.ph)

## Research Brief:

### Improving Addition with Regrouping Competence of Grade 2 Pupils Through Staircase Method

**Introduction:** This action research examines the effectiveness of the Staircase Method as an intervention to enhance Grade 2 learners' proficiency in addition with regrouping. It aims to assess the method's impact on improving students' computational skills and overall mathematical competence.

#### Research Overview

- **Study Title:** Improving Addition with Regrouping Competence of Grade 2 Pupils Through Staircase Method
- **Research Conducted By:** Rowena C. Mateo, Esperanza DC. Villanueva
- **Duration:** March – May 2024

#### Methodology

- **Sample Size:** This study involved 43 Grade 2 learners from Bagong Barrio Elementary School.
- **Design:** This study utilized a one-group pre-test and post-test quasi-experimental design
- **Data Collection:** A pretest was administered during scheduled remedial sessions, ensuring data confidentiality. Summative and formative assessments were conducted throughout the intervention to monitor progress. A posttest was administered to evaluate the intervention's effectiveness. A paired t-test analyzed pretest and posttest scores to determine significant differences in performance.

**Key Findings:** The study revealed a significant improvement in learners' scores, indicating the effectiveness of the intervention.

**Implications:** Findings support the continued use of the Staircase Method as an instructional strategy to enhance procedural fluency in addition with regrouping.

**Conclusion:** The results confirm that the Staircase Method significantly improved Grade 2 learners' proficiency in addition with regrouping. This suggests that the method is an effective instructional approach for addressing learning difficulties and fostering mathematical competency.

For more information: For further details on the study, contact Esperanza DC. Villanueva or Rowena C. Mateo, Bagong Barrio Elementary School at 105142@deped.gov.ph



## Research Brief:

### Maaasahan Game Book: Improving the Reading Skills of Grade 2 Learners

**Introduction:** This study evaluated the effectiveness of the Maaasahan Gamebook as an intervention material to enhance the reading skills of Grade 2 pupils in the Maaasahan section at Mag-asawang Sapa Elementary School during the 2023-2024 school year.

#### Research Overview

- **Study Title:** Maaasahan Game Book: Improving the Reading Skills of Grade 2 Learners
- **Research Conducted By:** Analyn A. Reyes
- **Duration:** March 18 to May 30, 2024

#### Methodology

- **Sample Size:** 15 Grade 2 Maaasahan pupils identified as non-readers
- **Design:** Quasi-experimental design specifically the one-group pretest posttest was utilized in this study
- **Data Collection:** Literacy test

**Key Findings:** The Maaasahan Gamebook: Improving Reading Skills of Grade 2 Learners significantly enhanced the learners' reading skills, as evidenced by the improvement from pretest to posttest results. The gamebook's four developmental levels effectively supported the growth of essential reading skills, including letter, sound, word, phrase, sentence, and short story recognition, particularly with CVC words.

**Implications:** Maaasahan Game Book can be a helpful way to improve reading skills in early grades. Schools can use similar tools to help Grade 2 learners develop better reading abilities. This intervention material highlights the importance of having the right learning materials to support reading skills.

**Conclusion:** Maaasahan Gamebook: Improving Reading Skills of Grade 2 Learners significantly improved the learners' skills following exposure to it. Having learning materials with four developmental levels and focusing on the development of the reading skills of grade 2 pupils truly helps. A remarkable increase was obtained from the pretest to the posttest based on the computed composite mean implying a great improvement in the learner's skills in reading letters, sounds, words, phrases, sentences, and short stories with CVC words.

**For More Information:** For further details on the study, contact Analyn A. Reyes, Mag-asawang Sapa Elementary School, at [analyn.reyes002@deped.gov.ph](mailto:analyn.reyes002@deped.gov.ph).

## Research Brief:

### Sentence Writing Through Scaffolding Sentence Mapper

**Introduction:** This action research aimed to enhance the sentence construction skills of 41 Grade 4 learners at Cornelia M. De Jesus Memorial Central School using the Scaffolding Sentence Mapper, based on Vygotsky's Theory of Scaffolded Learning.

#### Research Overview

- **Study Title:** Sentence Writing Through Scaffolding Sentence Mapper
- **Research conducted by:** Mayla L. Castro
- **Duration:** April - May 2024

#### Methodology

- **Sample Size:** 41 Grade 4 learners who scored below 75% proficiency in the Third Periodical Exam and struggled with sentence construction.
- **Design:** One-group pretest-posttest design, measuring learners' skills before and after intervention.
- **Data Collection:** Pretest and posttest assessments, validated by Master Teachers and the English Coordinator.

**Key Findings:** A significant increase in posttest scores confirmed that the intervention greatly improved sentence construction skills, with results deemed statistically significant.

**Implication:** Scaffolding Sentence Mapper effectively improved the sentence construction skill of the respondents.

**Conclusion:** The intervention improved and helped the learners in their sentence construction skills. This is due to the fact that intervention may have focused on specific sentence writing skills, strategies, or concepts that participants needed to strengthen. Since the materials provided suitable Practice, reinforcement, and application of these skills during the intervention, it could have contributed to higher post-test scores. The intervention material may have been successful in addressing learning objectives, clarifying concepts, and providing additional support or resources that helped participants improve their knowledge and skills in sentence construction. Second, due to the uniqueness of the material, intervention may have motivated participants to actively engage with the content, participate in learning activities, and take ownership of their learning, resulting in improved performance on the post-test.

For more information: For further details on the study, contact Mayla L. Castro, Cornelia M. De Jesus Memorial Central School at [mayla.lcastro@deped.gov.ph](mailto:mayla.lcastro@deped.gov.ph)

## Research Brief:

### **Ang Tahanan, Unang Lunan ng Pagbasa at Pagbilang: Mga Karanasan ng mga Mag-aaral at Magulang**

**Panimula:** Ang pag-aaral na ito ay naglalayong matukoy ang mga pananaw at karanasan ng mga mag-aaral sa Baitang 2 ng Sta. Maria Elementary School ukol sa pagkatutong bumasa at bumilang kasama ang kanilang mga magulang upang makabuo ng mga estratehiya sa pagtuturo ng pagbasa at pagbilang.

#### **Pangkalahatang Ideya ng Pananaliksik**

- **Pamagat ng Pananaliksik:** Ang Tahanan, Unang Lunan ng Pagbasa at Pagbilang: Mga Karanasan ng mga Mag-aaral at Magulang
- **Pananaliksik ni:** Emily DV. Fernando
- **Sakop na Panahon:** Pebrero hanggang Mayo 2024

#### **Metodolohiya**

- **Kalahok:** Ang mga kalahok sa pag-aaral na ito ay binubuo ng anim (6) na mag-aaral na mula sa Baitang 2. Ito ay ang pangkat Kampupot, T. P. 2023-2024. Kasama ang kanilang mga magulang, kung kaya't sa kabuoan ito ay mayroong labindalawang (12) kalahok sa pag-aaral na ito.
- **Disenyo ng Pananaliksik:** Ang pananaliksik na ito ay gumamit ng qualitative analysis, partikular ang Transcendental Phenomenology, na kung saan ay isang pamamaraan ng pagsusuri at pagtukoy sa isang indibidwal na ibinabahagi ang kaniyang buhay at personal na karanasan sa isang partikular na panahon.
- **Pangangalap ng Datos:** Ang mga panayam na nai-record ay ita-transcript sa verbatim na pamamaraan. Ito ay susundan ng pagsusuri ng datos ng Transcendental Phenomenology na pananaliksik sa hakbang Colazzi's Method.

**Implikasyon:** Ang mga nakalap na impormasyon mula sa recording ng isahang panayam ay itinala nang verbatim. Ang mga nasabing tala ay binasa nang paulit-ulit ng mananaliksik upang makakuha ng pangkalahatang kahulugan tungkol sa buong nilalaman ng transcript ng panayam.

**Konklusyon:** Ang mga pananaw at danas ng mga mag-aaral ukol sa pagbabasa at pagbibilang ay sumasalamin sa realidad ng kahirapan ng pag-unawa sa kinakailangang matutuhan ng isang mag-aaral sa simula pa lamang ng kanyang pag-aaral. Hindi naging madali sa kanila ang gawaing ito kung kaya't sa mga naging resulta na nailahad, lumalabas na mayroong tatlong salik ang lubos na nakakaapekto sa pag-aaral mula sa kanilang pananaw at danas ngayong bagong normal at noong panahon ng pandemia: (1) karanasan sa paggamit ng mga kagamitang pampagkatuto; (2) mga hamon sa sarili ; (3) pagtulong ng mga guro at magulang.

Para sa karagdagang impormasyon ukol sa pag-aaral: Mangyaring makipag-ugnayan sa numerong 769-21-93/09257092025, Sta. Maria Elementary School, emily.devera@deped.gov.ph



## Research Brief:

### **Epekto ng Paggamit ng Gabay ng mga Guro sa Pagbibigay ng Remediyasyon sa Asignaturang Filipino sa Panahon ng Transisyon**

**Panimula:** Ang layunin ng pananaliksik na ito ay masukat ang epekto ng paggamit ng gabay sa pagbibigay ng remediyasyon ng mga guro sa asignaturang Filipino sa panahon ng transisyon.

#### **Pangalahatang Ideya ng Pananaliksik**

- **Pamagat ng Pananaliksik:** Epekto ng Paggamit ng Gabay ng mga Guro sa Pagbibigay ng Remediyasyon sa Asignaturang Filipino sa Panahon ng Transisyon
- **Pananaliksik nina:** Anastasia N. Victorino, Shirley V. Penolio, at Angelita M. Bartolome
- **Sakop na Panahon:** Ikatlong Markahan: Nobyembre 2023 - Pebrero 2024

#### **Metodolohiya**

- **Kalahok:** Kabilang sa pag-aaral na ito ang 61 mag-aaral sa Baitang 7 at 6 na guro ng Filipino 7 mula sa isang piling mataas na paaralan sa Santa Maria, Bulacan.
- **Disenyo ng Pananaliksik:** Ginamit ang Kwantitatibo-Kwalitatibong (Mixed Method-Convergent Parallel) disenyo. Isinagawa ang obserbasyon at panayam upang matukoy ang epektibong interbensyon sa remediyasyon ng mga mag-aaral na nangangailangan ng tulong.
- **Pangangalap ng Datos:** Nilagdaan ng mga kalahok ang consent form bago ang panayam. Gumamit ang mga mananaliksik ng gabay na tanong upang mapanatili ang linaw at kaayusan ng pakikipanayam. Isinaalang-alang ang angkop na oras at lugar para sa panayam, at maingat na sinuri ang mga nakalap na datos mula sa audio recordings at pasulat na tala.

#### **Pangunahing Resulta:**

**Implikasyon:** Gamit ang thematic analysis, natukoy ang mahahalagang tema mula sa panayam ng 6 na guro at 8 piling mag-aaral na sumailalim sa remediyasyon. Ang pagsusuring ito ay nagbigay ng mas malalim na pag-unawa sa kanilang mga obserbasyon at karanasan.

**Konklusyon:** Napatunayan na ang paggamit ng gabay sa remediyasyon ay may positibong epekto sa pag-unlad ng pagkatuto ng mga mag-aaral sa Filipino 7.

Para sa karagdagang impormasyon ukol sa pag-aaral, mangyaring makipag-ugnayan kay Gng. Angelita M. Bartolome at Gng. Shirley V. Penolio ng Parada National High School, Santa Maria- East sa pamamagitan ng email na ito, angelita.bartolome001@deped.gov.ph, shirley.penolio001@deped.gov.ph

## Research Brief:

### **Pagdalumat sa Epekto at Bisa sa Pagpapahalaga sa Asal ng mga Mag-aaral sa mga Akdang Pampanitikan sa Filipino sa Baitang 10**

**Panimula:** Layunin ng mungkahing pananaliksik na ito na madalumat ang bisa sa pagpapahalaga sa asal ng mga mag-aaral sa mga akdang pampanitikan at makagawa ng interbensyon sa pagpapaunlad ng pagpapahalaga sa asal ng bawat mag-aaral.

#### **Pangkalahatang Ideya ng Pananaliksik**

- **Pamagat ng Pananaliksik:** Pagdalumat sa Epekto at Bisa sa Pagpapahalaga sa Asal ng mga Mag-aaral sa mga Akdang Pampanitikan sa Filipino sa Baitang 10
- **Pananaliksik ni:** Melencio M. Fernando Jr.
- **Sakop na Panahon:** Pebrero hanggang Mayo 2024

#### **Metodolohiya**

- **Kalahok:** Ang pag-aaral na ito ay isinagawa sa 10 mag-aaral mula sa iba't ibang pangkat sa Baitang 10 ng Parada National High School, Santa Maria, Bulacan. Napili sila bilang kalahok dahil sa pagkakasangkot sa gulo sa paaralan at pagkakaroon ng tala sa guidance office at anecdotal records ng mga guro.
- **Disenyo ng Pananaliksik:** Gumamit ng malalim na pakikipanayam (In-Depth Interview o IDI) bilang paraan ng pangangalap ng datos. Ang pananaliksik ay developmental research, na naglalayong bumuo ng interbensyong materyal batay sa tugon ng mga mag-aaral.
- **Pangangalap ng Datos:** Ang mga panayam ay naitala verbatim at paulit-ulit na sinuri upang matukoy ang mga pangunahing tema. Ang makabuluhang pahayag mula sa transcript ay inihanay ayon sa kaugnay na paksa ng pananaliksik.

#### **Pangunahing Resulta:**

**Implikasyon:** Ang pagsusuri ng datos ay isinagawa sa pamamagitan ng thematic analysis, kung saan ang mga pananaw at karanasan ng mga mag-aaral ay inorganisa ayon sa mga pangunahing tema.

**Konklusyon:** Ipinakita ng pag-aaral na ang bisa ng mga akdang pampanitikan sa pagpapahalaga sa kabutihang asal ay may mahalagang papel sa buhay ng mga mag-aaral. Gayunpaman, lumabas na kinakailangan ng suplemental na kagamitan upang higit pang mapaunlad ang pagpapahalaga sa mabuting asal batay sa kanilang karanasan at pananaw.

Para sa karagdagang impormasyon ukol sa pag-aaral: Mangyaring makipag-ugnayan sa numerong 0931-148-1678, Parada National High School, [melencio.fernando001@deped.gov.ph](mailto:melencio.fernando001@deped.gov.ph)

## Research Brief:

### **Bisa ng Paggamit ng LENTE (Layunin, Estructura, Nilalaman, Tema at Estilo) sa Paglinang ng Kasanayan sa Pagsusuri ng mga Akdang Asyano**

**Panimula:** Nilalayon ng pananaliksik na ito na mapaunlad ang kasanayan sa pagsusuri ng mag-aaral sa pamamagitan ng bagong estratehiya na LENTE o Layunin, Estructura, Nilalaman, Tema at Estilo. Ito ang mahahalagang elemento na pokus sa pagtuturo ng panitikan sa gayon ay malalimang masuri ang akda.

#### **Pangkalahatang Ideya ng Pananaliksik**

- **Pamagat ng Pananaliksik:** Bisa ng Paggamit ng LENTE (Layunin, Estructura, Nilalaman, Tema at Estilo) sa Paglinang ng Kasanayan sa Pagsusuri ng mga Akdang Asyano
- **Pananaliksik ni:** Cherry I. Mendoza
- **Sakop na Panahon:** Marso - Mayo 2024

#### **Metodolohiya**

- **Kalahok:** Nagsilbing kalahok ng pag-aaral na ito ang 35 mag-aaral (18 lalaki at 17 babae) sa Ikasiyam na Baitang sa Lolomboy National High School, Bocaue, Bulacan Taong Panuruan 2023-2024. Mula ito sa pangkat na nakakuha ng may pinakamababang mean percentage score (MPS) sa Regional Diagnostic Assessment (RDA).
- **Disenyo ng Pananaliksik:** Gumamit ang mananaliksik ng metodong kuwantitatibo. Ang disenyong ginamit naman dito ay Quasi-experimental. Kabilang din sa disenyong ito ang paired sample t-test kung saan pinaghambing ang nakuhang marka ng kalahok bago at pagkatapos isagawa ang estratehiya.
- **Pangangalap ng Datos:** Nagbigay sa mag-aaral ng paunang pagtataya. Matapos nito ay ang paglalapat ng estratehiyang LENTE. Upang makita kung may natamong kasanayan sa pagsusuri ang mag-aaral at nagsagot ang mga ito ng pangwakas na pagtataya.

**Pangunahing Resulta:** Nakita sa pag-aaral na may malaking pagkakaiba sa resulta ng kakayahan ng mag-aaral sa pagsusuri bago at pagkatapos ilapat ang estratehiyang LENTE sa pagtuturo ng panitikan.

**Implikasyon:** Ang makabuluhang pagkakaiba sa antas ng pagsusuri ng mga mag-aaral bago at pagkatapos gamitin ang estratehiya ay nagpapakita ng potensyal nito bilang interbensyon sa pagtuturo ng panitikan.

**Konklusyon:** Batay sa resulta ng pagsusuri, malaki ang iniunlad sa resulta ng panimula at pangwakas na pagtataya ng mag-aaral na nagpapakita ng positibong epekto ng estratehiya sa pagsusuri ng akdang pampanitikan.

Para sa iba pang impormasyon: Makipag-ugnayan kay Cherry I. Mendoza mula sa Lolomboy National High School (Distrito ng Bocaue) sa pamamagitan ng email address na ito, [cherry.inado001@deped.gov.ph](mailto:cherry.inado001@deped.gov.ph).



## Research Brief:

### **PBL (PamBokabularyong Laro): Interbensyon sa Pagpapataas ng Pang-unawa ng mga Mag-aaral sa Pag-aaral ng mga Akda sa Filipino 10**

**Panimula:** Isa sa mga nagiging suliranin ng mga mag-aaral upang maging ganap ang pang-unawa ay ang mga salitang ginagamit sa loob ng akda. Ang pagbibigay ng kahulugan at pagpapalawak ng talasalitaan ng mga mag-aaral sa pamamagitan ng estratehiyang may kasamang laro ay mainam na kaparaanan.

#### **Pangkalahatang Ideya ng Pananaliksik**

- **Pananaliksik ni:** Marilou B. Mangaran
- **Sakop na Panahon:** Marso 2024 – Mayo 2024

#### **Metodolohiya**

- **Kalahok:** Dalawampu't walong (28) mag-aaral ng Baitang 10 ang nakakuha ng pinakamababang iskor sa ibinigay na Regional Diagnostic Assessment.
- **Disenyo ng Pananaliksik:** Quasi-Experimental, nagbigay ng panimula at pangwakas na pagtataya
- **Pangangalap ng Datos:** Panimula at pangwakas na pagtataya

**Pangunahing Resulta:** Ang 10.4286 na mean difference ng pangwakas na pagtataya (26.6071) sa panimulang pagtataya (16.1786) ay nagpakita na nagkaroon ng makabuluhang pagkakaiba sa antas ng pang-unawa ng mga mag-aaral gamit ang interbensiyong PBL. Dalawampu't pitong (27) o 96% mga mag-aaral ay nakabilang sa positive rank ang absolute difference sapagkat nagkaroon ng pagtaas ng iskor sa pangwakas na pagtataya. Sa kabilang banda, 4% o isang (1) mag-aaral ang nakakuha ng mas mataas na iskor sa panimulang pagtataya kaysa sa pangwakas na pagtataya.

**Implikasyon:** Ang interbensiyong ito na gumamit ng iba't ibang estratehiya (game-based) ay maaaring gamitin at pagbatayan ng mga guro upang mapalawak ang bokabularyo ng mga mag-aaral. Malaking tulong ang mga ito sa pagpapalawak ng talasalitaan ng mga mag-aaral kung kaya't mas naging madali para sa kanila na unawain ang mga akdang pinag-aaralan. Napatunayan ng pananaliksik na mahalaga ang papel na ginagampanan ng laro sa pagpapabuti ng pag-aaral.

**Konklusyon:** Ang PBL ay marapat na gamitin bilang interbensiyon sa pagtuturo ng Filipino upang mas mapataas ang komprehensiyon ng mga mag-aaral.

Para sa mga dagdag pang detalye/impormasyon: Kontakin si Gng. Marilou B. Mangaran ng Bocaue-Lolomboy National High School sa email address na marilou.bmangaran@deped.gov.ph at cellphone #09454318073.

## Research Brief:

### **May Pag-asa sa Pagbasa: Paglinang sa Kakayahan sa Pagbasa ng mga Mag-aaral sa Alternative Learning System Gamit ang Gabay sa Pagbasa**

**Panimula:** Ang pangunahing layunin ng pag-aaral na ito ay matukoy ang epekto ng gabay sa pagbasa na hango sa eksplisit na pagtuturo sa kakayahan sa pagbasa partikular sa decoding skills ng mga mag-aaral sa Alternative Learning System.

#### **Pangkalahatang Ideya ng Pananaliksik**

- **Pamagat:** May Pag-asa sa Pagbasa: Paglinang sa Kakayahan sa Pagbasa ng mga Mag-aaral sa Alternative Learning System Gamit ang Gabay sa Pagbasa
- **Pananaliksik nina:** Sultan Emir A. Diaz, Ramiljun A. Tagaysay, at John Reymon T. Santos
- **Sakop na Panahon:** Marso - Hunyo 2024

#### **Methodolohiya**

- **Kalahok:** Ang mga kalahok sa pag-aaral ay ang limang (5) mag-aaral ng Alternative Learning System sa Cong. Erasmo R. Cruz Memorial Central School at sampung (10) mag-aaral ng Alternative Learning System sa Bureau of Jail Management Penology- Persons Deprived of Liberty.
- **Disenyo ng Pananaliksik:** Ang mga mananaliksik ay gagamit ng Quasi-Experimental One Group Pretest and Post Test Design. Ang disenyong quasi-eksperimental na pagsasaliksik ay ginagamit upang tukuyin ang epekto ng isang interbensyon upang masolusyunan o malutas ang isang problema.
- **Pangangalap ng Datos:** Ang mga mananaliksik ay gumamit ng panimula at panghuling pagsusulit upang malaman ang kakayahan sa decoding bago at pagkatapos ng interbensyon.

**Pangunahing Resulta:** May makabuluhang pagkakaiba ang panimula at panghuling pagsusulit ng mga kalahok sa Alternative Learning System bago at pagkatapos gamitin ang Gabay sa Pag-aaral.

**Implikasyon:** Ang makabuluhang pagkakaiba sa antas ng pagsusuri ng mga mag-aaral bago at pagkatapos gamitin ang estratehiya ay nagpapakita ng potensyal nito bilang interbensyon sa pagbabasa sa Alternative Learning System.

**Konklusyon:** Batay sa resulta ng pag-aaral, naging epektibo ang interbensyon na ginamit ng mga mananaliksik para sa decoding skills ng mga mag-aaral ng Alternative Learning System. Ito ay matapos paghambingin ang mga marka na nakuha mula sa panimula at panghuling pagsusulit na isinigawa sa labinlimang mag-aaral gamit ang t-test for correlated samples.

Para sa Iba Pang Impormasyon: Makipag-ugnayan kay G. Sultan Emir. A. Diaz ng Cong. Erasmo R. Cruz Memorial Central School sa Distrito ng Bocaue sa pamamagitan ng kaniyang e-mail address, [sultanemir.diaz001@deped.gov.ph](mailto:sultanemir.diaz001@deped.gov.ph)

## Research Brief:

### **Dialogic Inquiry: Igniting Minds with Open-Ended Collaborative Conversations (OECC) in Improving Grade 11 Students' Achievement in Disciplines and Ideas in the Social Sciences (DISS) Subject**

**Introduction:** The quest to improve students' achievement and stimulate intellectual progress has long been a driving force for educators. One captivating avenue for achieving this goal is through the steers of Dialogic Inquiry.

#### **Research Overview**

- **Study Title:** Dialogic Inquiry: Igniting Minds with Open-Ended Collaborative Conversations (OECC) in Improving Grade 11 Students' Achievement in Disciplines and Ideas in the Social Sciences (DISS) Subject
- **Research Conducted By:** Faith Ann F. Estorquia
- **Duration:** March to May 2024

#### **Methodology**

- **Sample Size:** 100 Grade 11 Senior High School students at Prenza National High School
- **Design:** Explanatory sequential mixed research design
- **Data Collection:** Achievement tests in a form of pretest and posttest.

**Key Findings:** The study revealed a significant difference in the academic performance of students in the experimental and control groups, highlighting the positive impact of dialogic inquiry on student achievement. The results suggest that students who engaged in dialogic inquiry-based learning demonstrated greater improvements in comprehension, critical thinking, and problem-solving skills compared to those taught using conventional methods.

**Implications:** The findings emphasize the importance of incorporating dialogic inquiry into teaching strategies to enhance student learning outcomes. Beyond academic improvement, students reported that dialogic inquiry helped them develop essential life skills such as leadership, patience, perseverance, camaraderie, and communication. These skills are critical in fostering a more interactive and collaborative learning environment.

**Conclusion:** The study confirmed that dialogic inquiry is an effective instructional approach in improving student achievement. The statistical analysis supported the significant difference in performance between students before and after the implementation of dialogic inquiry, reinforcing its effectiveness in the learning process.

For More Information Contact information of the researcher/s (e.g., For further details on the study, contact 0999-220-2307, Prenza National High School, Marilao North District [faithann.farne001@deped.gov.ph](mailto:faithann.farne001@deped.gov.ph).



## Research Brief:

### GIVE A SHOTS TO HOTS: A LESLYFIED ORGANIZER FOR COGNITIVE SCAFFOLDING

**Introduction:** This study is designed to thoroughly assess the impact of LESLYFIED Organizers on the development of higher-order thinking skills among grade five learners in Araling Panlipunan subject.

#### Research Overview

- **Study Title:** Give a Shots to HOTS: A LESLYFIED Organizer for Cognitive Scaffolding
- **Research Conducted By:** Endlessly Amor D. Centeno
- **Duration:** April -made, 2024

#### Methodology

- **Sample Size:** The study involved 25 learners from Tabang Elementary School for the School Year 2023-2024.
- **Design:** A quantitative quasi-experimental one-group pre-test and post-test design was utilized. Data
- **Collection:** The researcher secured approvals, obtained parental consent, explained the study's purpose, scheduled assessments, and analyzed academic performance in Araling Panlipunan.

**Key Findings:** The study demonstrated that the LESLYFIED Organizers, a set of modified and newly designed graphic hierarchical organizers, effectively guided learners in improving their higher-order thinking skills while mastering the MELCs in Araling Panlipunan 5 for the fourth quarter.

**Implications:** The implementation of the LESLYFIED Organizers provided structured and interactive learning experiences, enhancing students' comprehension and analytical skills. The study suggests that integrating these organizers into teaching strategies can bridge gaps in student learning and improve academic performance. Educators should consider adopting similar tools to promote deeper engagement and critical thinking. Further research may explore the applicability of LESLYFIED Organizers in other grade levels and subject areas.

**Conclusion:** The findings indicate that Grade 5 learners initially performed at the Approaching Proficiency level using traditional teaching methods. However, after implementing the LESLYFIED Organizers, their mastery of lessons improved to the Proficiency level. The significant difference between pre-test and post-test results led to the rejection of the null hypothesis, confirming the effectiveness of the intervention in enhancing students' learning outcomes.

For further details on the study, contact Endlessly Amor D. Centeno, Tabang Elementary School, at [endlesslyamor.dionisio@deped.gov.ph](mailto:endlesslyamor.dionisio@deped.gov.ph)

## Research Brief:

### **Eye-Learn: Utilization of Infographics in Enhancing the Academic Performance of Grade 5 Pupils in Araling Panlipunan**

**Introduction:** This research focuses on enhancing the academic performance of Grade 5 pupils in Araling Panlipunan using infographics. By using game-based activity sheets, the study aims to create a learning environment that fosters improved academic performance and positive social values among pupils.

#### **Research Overview**

- **Study Title:** Utilization of Infographics in Enhancing the Academic Performance of Grade 5 Pupils in Araling Panlipunan
- **Research Conducted By:** Jasmin Marie R. Dalope
- **Duration:** March – May 2024

#### **Methodology**

- **Sample Size:** The sample size of this study consisted of 25 Grade 5 learners at the intermediate level of primary education.
- **Design:** The study employed a pre-experimental design, specifically utilizing a one-group pretest-posttest approach. This design involved assessing the learners' understanding of socio-cultural and political life before and after using infographics and game-based activity sheets.
- **Data Collection:** This study involved administering a pretest and posttest to determine if infographics had positive effect on Grade 5 learners on the socio-cultural and political life of Filipinos.

**Key Findings:** The study revealed that the use of Infographics or Eye-learn activity sheets significantly improved the learners' understanding of the socio-cultural and political life of Filipinos, as evidenced by higher posttest scores compared to pretest results. Additionally, observations and feedback indicated increased learner engagement, motivation, and a deeper appreciation for inclusivity and equality within the classroom setting

**Implications:** The findings of this study have significant implications for promoting inclusive education and improving Araling Panlipunan through infographics or Eye-learn learning activity sheets.

**Conclusion:** This research concluded that integrating Infographics Eye-learned game-based activity sheets effectively enhanced the mastery of understanding the socio-cultural and political life of Filipinos as well as fostered an inclusive learning environment, promoting values of equality and social awareness in the classroom.

For more information: JASMIN MARIE R. DALOPE, Contact Number: 09420806951, Email Address: [jasminmarie.dalope@deped.gov.ph](mailto:jasminmarie.dalope@deped.gov.ph), Address: Dampol 2nd A Pulilan, Bulacan.

## Research Brief:

### **Flipped Classroom Strategies: Enhancing Grade 6 Learners' Academic Performance in Araling Panlipunan (Philippine History)**

**Introduction:** This research aims to determine the effectiveness of the Flipped Classroom strategy in enhancing the Grade 6 learners' academic performance in Araling Panlipunan, specifically in Philippine History.

#### **Research Overview**

- **Study Title:** Flipped Classroom Strategies: Enhancing Grade 6 Learners' Academic Performance in Araling Panlipunan (Philippine History)
- **Research Conducted By:** Susan S. Villamonte
- **Duration:** December 2023 – December 2024

#### **Methodology**

- **Sample Size:** The sample size of this study consisted of 40 Grade 6 learners at the intermediate level.
- **Design:** The researcher employed the pre-experimental research design, specifically the one-group pretest and posttest administered before and after the implementation of Flipped Classroom strategies.
- **Data Collection:** Data collection involved securing the learners' pretest scores in AP6, monitoring the conduct of lessons with emphasis on employed flipped classroom strategies, survey, observation, and unstructured interviews.

**Key Findings:** The key findings of the study revealed that the use of the Flipped Classroom Strategies in Araling Panlipunan subject of Grade 6 learners was found to be an effective way in enhancing learners' academic performance and learning engagement.

**Implications:** The findings of this study play an important role in implementing the intervention in small groups or individually and provide guide activities that learners may explore at home and present in the class the next day.

**Conclusion:** This research concluded that the use of the Flipped Classroom Strategies helped the learners develop their study habits and became more resourceful and creative in presenting their lessons or topics in Philippine History.



## Research Brief:

### DEPED CHILD PROTECTION POLICY AWARENESS AND IMPLEMENTATION IN ANGAT DISTRICT

**Introduction:** The study focuses on the level of awareness and implementation of the Department of Education (DepEd) Child Protection Policy among school personnel in the Angat District, Schools Division of Bulacan, during the academic year 2023- 2024. Recognizing the potential for child abuse and exploitation in schools, the policy aims to ensure the safety and well-being of children by fostering a protective environment. Using a survey by Macatimpag (2018), the research gathered responses from 280 teachers and non-teaching staff via Google Forms.

#### Research Overview

- **Study Title:** DepEd Child Protection Policy: Exploring the Level of Awareness among School Personnel and Its Implementation in Angat District
- **Research Conducted by:** MARY ANN P. ROSALES
- **Duration:** August 2023-May 2024

#### Methodology

- **Sample Size:** The primary respondents of this research study included 258 teachers and 22 non-teaching staff, for a total of 280 participants from Angat District, Schools Division of Bulacan. Both male and female teachers, as well as non-teaching staff, were invited to participate in this action research
- **Design:** Quantitative research method which involves the collection and conversion of data into numerical form for statistical calculation wherein conclusion can be drawn
- **Data Collection:** Survey Questionnaire on Awareness and Implementation of the DepEd Child Protection Policy in Schools by Macatimpag (2018) through Google form.

**Key Findings:** The study revealed a significant positive correlation between awareness and implementation of the DepEd Child Protection Policy in Angat District. Higher awareness among teachers leads to better execution of child protection measures in schools.

**Implications:** The findings emphasize the need for a capacity-building program to enhance teachers' knowledge of child protection. Engaging parents and stakeholders is crucial in reinforcing the policy and ensuring a safer learning environment.

**Conclusion:** Raising awareness leads to better implementation of the Child Protection Policy. A district-wide capacity-building program is essential to strengthen child protection measures and promote a violence-free, supportive school environment.

For More Information Contact MARY ANN P. ROSALES, Pablo C. Capistrano Elementary School, Angat District , Email add: mary.rosales@deped.gov.ph, contact no.09152572136

## Research Brief:

### **Factors Affecting The Parental Involvement In Boy Scouting Program: Basis For Shared Responsibility Action Plan**

**Introduction:** This research investigates the factors affecting parental involvement in the Boy Scouting program, focusing on identifying challenges and opportunities for engagement. The findings will serve as the foundation for a Shared Responsibility Action Plan aimed at strengthening collaboration between parents, schools, and the scouting organization to enhance program outcomes.

#### **Research Overview**

- **Study Title:** Factors Affecting The Parental Involvement In Boy Scouting Program: Basis For Shared Responsibility Action Plan
- **Research Conducted By:** Robert D. Victor
- **Duration:** March 2023-June 2024

#### **Methodology**

- **Sample Size:** The sample size for this study consisted of 50 parents of Boy Scouts actively participating in the program.
- **Design:** This study employed a descriptive research design using a survey-based approach to gather data from parents about the factors influencing their involvement in the Boy Scouting program.
- **Data Collection:** Data collection for this study involved administering a structured questionnaire to 50 parents of Boy Scouts. The questionnaire was designed to gather quantitative and qualitative data on factors such as time constraints, motivation, perceived benefits, and barriers to involvement in the Boy Scouting program. Additionally, interviews were conducted with a select group of parents to obtain deeper insights into the challenges and opportunities for enhancing parental engagement.

**Key Findings:** The key findings of the study revealed that factors such as time constraints, lack of awareness about the program's benefits, and insufficient communication between parents and the scouting organization significantly affect parental involvement in the Boy Scouting program.

**Implications:** The implications of this study suggest that addressing time constraints, improving communication, and increasing awareness of the program's benefits can enhance parental involvement and strengthen the overall effectiveness of the Boy Scouting program.

**Conclusion:** In conclusion, this study highlights the importance of addressing key factors such as time constraints, communication barriers, and awareness to improve parental involvement in the Boy Scouting program, ultimately fostering a stronger partnership between parents, scouts, and the organization.

For More Information: ROBERT D. VICTOR , Joni J. Villanueva-Tugna Elementary School, Bocaue District, Email: Robert.dvictor@deped.gov.ph, Contact No.: 09688569649.

## Research Brief:

### **The Effects of Work Immersion Among Students of Public Secondary High Schools in Bustos: Groundwork for Improvement Plans**

**Introduction:** This mixed method research was conducted to assess the work immersion performance, the degree of alignment of the work immersion program, and the extent of the employability skills of the grade 12 students from the four (4) public secondary schools in the Municipality of Bustos. This also explored the issues and challenges encountered by the partner industries during the deployment of the students.

#### **Research Overview**

- **Study Title:** The Effects of Work Immersion Among Students of Public Secondary High Schools in Bustos: Groundwork for Improvement Plans
- **Research Conducted by:** Jaime R. Soriano, Teacher III – Cambaog National High School
- **Duration:** August 2023 – June 2024

#### **Methodology**

- **Sample Size:** The participants were 530 work immersion students and 65 partner industries of the 4 public secondary schools in the Municipality of Bustos
- **Design:** This study utilized mixed methods to determine the effects of the work immersion program on the Grade 12 student's work performance, alignment skills, and potential employability.
- **Data Collection:** Using paper and pencil methods, the researcher personally administered the survey and the guide questions to the respondents and informants.

**Key Findings:** Students exhibited exceptional work immersion performance, with strong alignment between their skills and industry requirements. Partner industries rated the program as highly aligned, while students perceived it as aligned and responsive in developing employability skills. However, common challenges included skill gaps, high student-to-supervisor ratios, mismatched tracks, scheduling issues, and workplace safety concerns.

**Implications:** To address these issues, Project A.S.C.E.N.D.S. was proposed as a Continuous Improvement Program focused on attracting more stakeholders and expanding partnerships.

**Conclusion:** The work immersion program effectively develops employability skills, but challenges such as skill gaps, supervision ratios, and track mismatches need to be addressed. Strengthening industry partnerships and refining program implementation will further improve student readiness for the workforce.

For more information: JAIME R. SORIANO, RN, RM, MSN, LPT, Contact Number: 0917 167 6996, Email: [jaime.rsoriano@deped.gov.ph](mailto:jaime.rsoriano@deped.gov.ph), Address: 0440 Purok 4, General Alejo G. Santos Highway, Cambaog, Bustos, Bulacan



## Research Brief:

### **Understanding the Post-Lockdown Behavior of Learners: A Basis for Crafting a Child Protection Action Plan**

**Introduction:** This study investigates the behavioral challenges exhibited by learners post-COVID-19 lockdowns, including bullying, absenteeism, and defiance. It aims to identify underlying causes and craft interventions to support learners' holistic development and uphold child protection.

#### **Research Overview**

- **Study Title:** Understanding the Post-Lockdown Behavior of Learners: A Basis for Crafting a Child Protection Action Plan
- **Research Conducted by:** Brian Joseph T. de Guzman Teacher III – Catacte Integrated School
- **Duration:** June 2022 – November 2023

#### **Methodology**

- **Sample Size:** 20 informants, comprising learners (12), parents (4), teachers (3), and the school principal (1).
- **Design:** Qualitative phenomenological approach.
- **Data Collection:** Narrative face-to-face interviews using unstructured, open-ended questions, followed by thematic analysis.

**Key Findings:** The learners exhibited misbehavior influenced by pandemic-related stress, such as bullying, defiance, and low morale, despite understanding its effects. Meanwhile, parents largely employed traditional Filipino discipline methods but struggled with acknowledging the behavioral challenges. Also, teachers were able to use non-violent strategies but noted the insufficiency of pre-pandemic classroom management approaches in addressing post-lockdown misbehavior. Lastly, the school head emphasized the role of psychosocial interventions and a positive school culture in addressing these behavioral challenges.

**Implications:** Develop psychosocial programs, strengthen child protection policies, and promote holistic, inclusive educational practices to address behavioral issues, support socio-emotional recovery, and improve learning environments..

**Conclusion:** The pandemic-induced behavioral challenges among learners require immediate and collaborative interventions from educators, parents, and policymakers. Through targeted psychosocial support and strengthened child protection measures, schools can ensure that learners overcome post-lockdown effects and thrive in their educational journey.

For more information: BRIAN JOSEPH T. DE GUZMAN, Contact Number: 0949-164-1152, Email: [brianjoseph.deguzman@deped.gov.ph](mailto:brianjoseph.deguzman@deped.gov.ph), Address: Catacte Integrated School, Catacte, Bustos, Bulacan, Bustos District

## Research Brief:

### **Parents' Perspectives on Participation, Challenges, and Intervention: Basis for School-Home Learning Continuity Guide for Special Needs Education Learners**

**Introduction:** Efforts to promote equity and inclusion in education have driven the development of policies like the Special Needs Education (SNED) Program, which addresses the diverse needs of learners with disabilities through early intervention, appropriate placement, and parental involvement. Despite progress, challenges such as cultural stigmas, low parental engagement, and learners' limited mastery of fundamental skills persist, prompting initiatives like the Parent-Implemented Intervention (PII) Model and the School-Home Continuity Guide to enhance collaboration between schools and families in supporting learner development.

#### **Research Overview**

- **Study Title:** Parents' Perspectives on Participation, Challenges, and Intervention: Basis for School-Home Learning Continuity Guide for Special Needs Education Learners
- **Research Conducted by:** Lyra Ann M. Salazar & Jeffrey G. dela Cruz
- **Duration:** March 6, 2024 to May 25, 2024

#### **Methodology**

- **Sample Size:** 8 parents of SNED learners
- **Design:** Mixed-Method Approach (Explanatory Sequential Design/Quantitative and Qualitative)
- **Data Collection:** Survey questionnaire and interviews

**Key Findings:** The study emphasizes the crucial role of parental involvement in supporting SNED learners with intellectual disabilities, particularly in overcoming challenges related to limited resources and inconsistent participation.

**Implications:** Implementing a School-Home Learning Continuity Guide based on Parent-Implemented Intervention (PII) fosters collaboration by equipping parents with targeted training, flexible strategies, and ongoing progress monitoring, ultimately improving SNED learners' educational outcomes.

**Conclusion:** The study highlights parents' experiences in supporting SNED learners, stressing the need for tailored interventions to address barriers to engagement and resource availability, ensuring better learning outcomes.

For more information, contact Ms. Lyra Ann M. Salazar & Mr. Jeffrey G. dela Cruz (Sta. Monica Elementary School, Hagonoy West District) at [104858@deped.gov.ph](mailto:104858@deped.gov.ph)

## Research Brief:

### **National Learning Camp (NLC) Potential and Challenges: Basis for the Development of School-Based Implementation Scheme**

**Introduction:** This developmental research designed an implementation scheme for school-based National Learning Camps (NLC) to improve learners' competencies using innovative teaching methods and technology. Key findings emphasized the importance of teacher training, clear communication, creative activities, and continuous evaluation to foster effective learning environments and support holistic student development.

#### **Research Overview**

- **Study title:** National Learning Camp (NLC) Potential and Challenges: Basis for the Development of School-Based Implementation Scheme
- **Research Conducted by:** Ma. Lourdes C. Valondo
- **Duration:** March 2024 to May 2024

#### **Methodology**

- **Sample Size:** The study involved a total of 21 participants, including department heads from English, Mathematics, and Science, six teacher volunteers from two NLC camps, and six learners who attended these camps
- **Design:** The study utilized a Type 1 developmental research design, focusing on creating an effective school-based implementation scheme for the National Learning Camps through novel instructional techniques and technology.
- **Data Collection:** Data collection involved obtaining informed consent from the parents or guardians of the participants, followed by coordinating schedules for the focus group discussions with the help of class advisers and curriculum chairs. During the discussions, informants were encouraged to freely express their thoughts, with all responses recorded and kept confidential, and transcripts provided to the informants for review.

**Implication:** The results of the study implied that schools should institutionalize effective teaching methods and supportive environments from the National Learning Camp into daily practices to promote holistic student development.

**Conclusion:** The study highlights the importance of innovative teaching approaches and empathetic support in fostering holistic learning and personal growth among students, emphasizing the need for moving beyond traditional classroom methods. It also stresses the significance of structured teacher training, effective communication, and community involvement to enhance the success and impact of the National Learning Camp.

#### **For More Information:**

For further details on the methodology, data analysis, and additional findings, you may email [malourdes.valondo@deped.gov.ph](mailto:malourdes.valondo@deped.gov.ph). You may also contact Virginia Ramirez-Cruz National High School, located in Pandi, Bulacan via email [300775@deped.gov.ph](mailto:300775@deped.gov.ph)



## Research Brief:

### Investigating Delegation Practices and Teacher's Work-Task Motivation

**Introduction:** This study explores the relationship between delegation practices and teacher motivation at Loma de Gato Elementary School. It investigates how effective delegation impacts teacher performance, motivation, and overall school efficiency.

#### Research Overview

- **Study Title:** Investigating Delegation Practices and Teacher's Work-Task Motivation
- **Research Conducted By:** Rosalinda G. Gabriel and Angelo B. Dating
- **Duration:** April 29, 2024 – May 25, 2024 of School Year 2023-2024

#### Methodology

- **Sample Size:** 83 permanent teachers and 7 key informants
- **Design:** Mixed-Method Sequential Design (quantitative and qualitative)
- **Data Collection:** Questionnaires (Delegation Practice Questionnaire, WTMST), semi-structured interviews, and thematic analysis.

**Key Findings:** The study found a strong positive correlation between delegation practices and teachers' work-task motivation. Effective delegation enhances teacher engagement, performance, and organizational efficiency. Challenges include workload disparity and limited autonomy, while motivation is driven by task enjoyment, professional goals, and the significance of work in student outcomes.

**Implications:** Interventions: Schools should enhance training programs for school leaders on delegation skills to foster teacher empowerment and reduce burnout. Policy Practices: Align administrative responsibilities with teachers' capacities and the goals of DepEd Order No. 2, s. 2024, to remove excessive non-teaching tasks. Reflections: Building supportive environments and recognizing teacher efforts can enhance intrinsic and extrinsic motivation.

**Conclusion:** Efficient delegation techniques directly influence teacher motivation and school effectiveness. The study underscores the need for improved delegation practices to create a more balanced and empowering work environment for educators.

**For More Information:** For further details on the study, contact Rosalinda G. Gabriel and Angelo B. Dating at 09998111850, Loma de Gato Elementary School, Marilao North District via email: 104907@deped.gov.ph

## Research Brief:

### School Maintenance Personnel's Performance Assessment and Recognition Program

**Introduction:** Performance is one of the most significant requirements in school management, prior to that both the teaching and non-teaching personnel have their own standard performance management criteria in the form of Individual Performance Commitment and Review Form (IPCRF) in which the maintenance staff do not have. With this notion, the researchers think of a way to properly assess their performance with regards to criteria that will make the personnel eligible for the position renewing for.

#### Research Overview

- **Study Title:** School Maintenance Personnel's Performance Assessment and Recognition Program
- **Research Conducted By:** Rosauero A. Villanueva, PhD, Alexander N. Dela Cruz, John Paul S. Cruz
- **Duration:** December 2023 to July 2024

#### Methodology

- **Sample Size:** Entire Population of eight maintenance personnel at Prenza National High School
- **Design:** Type I Developmental Research Method
- **Data Collection:** The maintenance personnel's work performance was assessed prior to the conduct of the program that covered 2 quarters, and all the collected materials underwent careful checking of its completeness during sorting. Data safety was also observed by sealing through envelopes all the collected evaluation sheets after each month of evaluation.

**Key Findings:** The adapted performance management cycle and training programs effectively enhanced participants' work performance, as reflected in their assessments.

**Implications:** Implementing structured training programs with a modified performance evaluation approach allows for systematic assessment and improvement of personnel performance, ensuring consistent professional growth.

**Conclusion:** The program proved effective, with all participants achieving an "Outstanding" rating. Statistical analysis and qualitative feedback confirmed its success, validating the approach for improving maintenance personnel performance.

For More Information: Rosauero A. Villanueva, PhD – 09088904970, Alexander N. Dela Cruz – 09915632850, John Paul S. Cruz – 09091601680, Prenza National High School – pnhs\_68@yahoo.com

## Research Brief:

### LEADERSHIP COMPETENCIES OF SCHOOL HEADS OF MARILAO SOUTH DISTRICT: INPUT TO MENTORING PLAN

**Introduction:** The school heads as leaders and core catalysts of change in the educational organization are assumed to possess remarkable qualities, overflowing competence and undeniably positive and proactive leadership outlooks that create harmony and collaboration in the workplace and support an effectual teaching-learning space. In that regard, the researcher intended to conduct this study in order to determine and understand the condition of the leadership competence of the School Heads of Marilao South District, consequently designing a mentoring plan which would facilitate and inspire them to heighten their skills and competence and help them achieve these aspirations to education leaders.

#### Research Overview

- **Study Title:** Leadership Competencies of School Heads of Marilao South District: Input to Mentoring Plan
- **Research Conducted by:** Edelson C. Delos Santos, PhD
- **Duration:** April 2024-June 2024

#### Methodology

- **Sample Size:** 9 school heads
- **Design:** Mixed Method Research
- **Data Collection:** Survey Questionnaire and Interview

**Key Findings:** The study identified both strengths and areas for improvement in the leadership competencies of school heads. While respondents demonstrated proficiency in some aspects of leadership, gaps were observed in critical areas, particularly in "Leading People," "People Performance Management," and "People Development." These gaps indicate the need for targeted interventions to enhance leadership effectiveness.

**Implications:** To ensure optimal teaching-learning outcomes and the successful management of educational institutions, it is crucial to address the identified leadership competency gaps. The study suggests that crafting a structured mentoring plan would serve as an effective tool to support school heads in developing the necessary skills.

**Conclusions:** The study revealed significant deficiencies in four specific indicators related to leadership competencies, reinforcing the need for a well-designed mentoring program. Addressing these gaps through mentorship and professional development initiatives will help school heads refine their leadership approaches, strengthen their ability to manage and develop personnel effectively, and contribute to a more efficient and productive educational environment.

For more information: contact me at 09399335685, Marilao Central Integrated School and at edelson.delossantos111@deped.gov.ph.



## Research Brief:

### **Teachers' Readiness on Comprehensive Sexuality Education: Basis for Technical Assistance Plan for Teachers in Obando District**

**Introduction:** The study aimed to develop a data and information-driven district-wide Technical Assistance (TA) Plan on Comprehensive Sexuality Education (CSE) for teachers in Obando District. The level of preparedness on CSE, and the opinions of chosen teachers were all examined. The variation in teachers' readiness by profile were also tested and convergently analyzed.

#### **Research Overview**

- **Study Title:** Teachers' Readiness on Comprehensive Sexuality Education: Basis for Technical Assistance Plan for Teachers in Obando District
- **Research Conducted by :** Anabell R. Palomo, PhD, Joerlin J. de Guzman, RGC, Maria Perpetua P. Villaceran
- **Duration:** December 2023 to April 2024

#### **Methodology**

- **Sample Size:** One hundred twenty-seven (127) teachers in Obando District were randomly selected as the respondents of the study and the eighteen (18) informants
- **Design:** The study utilized a convergent parallel technique and applied research in a mixed-research design
- **Data Collection Method:** The quantitative data were collected through researcher-made questionnaire while Focus Group Discussion (FGD) and one-on-one interview were facilitated for qualitative data. Quantified and qualified data were convergently analyzed.

**Key Findings:** The study indicates a contradicting result between the teachers' "Approaching Readiness" in teaching Comprehensive Sexuality Education (CSE) and thematically analyzed information that highlighted misconceptions, a lack of competencies, and learning needs. When teachers are categorized by profile, the tested hypotheses indicate no significant difference in the preparation, However, the teachers' readiness for legal and professional ethics is influenced by their age and religion.

**Conclusion:** According to the findings, Technical Assistance (TA) is crucial for enhancing teachers' readiness in Comprehensive Sexuality Education (CSE) since it gives the teachers the knowledge, skills, and encouragement they need to successfully integrate CSE in a way that is accurate, inclusive, and successful. It suggests that teachers' age, religion, and training must be taken into account in the development and implementation of technical assistance.

For More Information: cp # 09233148978;09089504703; 09814412797, Obando District, Paliwas, Obando, Bulacan; Binuangan Elementary School, [anabell.palomo@deped.gov.ph](mailto:anabell.palomo@deped.gov.ph) ; [joerlin.deguzman@deped.gov.ph](mailto:joerlin.deguzman@deped.gov.ph) ; [mariaperpetua.villaceran@deped.gov.ph](mailto:mariaperpetua.villaceran@deped.gov.ph)

## Research Brief:

### **School Research Analysis (SRA): Basis for Contextualized Support Mechanism for Research Development of Paco Elementary School Teachers**

**Introduction:** Conducting research is a huge contributory factor to the development of policies and programs in the field of education. But despite the continuous efforts to promote research as a primary field of endeavor in the education sector, many teachers still struggle to embrace the culture of research among teachers. Recognizing the significance of this endeavor, this study intended to provide school research support mechanisms to teachers at Paco Elementary School, Schools Division of Bulacan, based on the gathered data on respondents' self-evaluation, attitude, and school practices related to research.

#### **Research Overview**

- **Research Conducted by:** Emmanuel John C. Castro
- **Duration:** April – May 2024

#### **Methodology**

- **Respondents/Participants:** This study engaged the twenty-seven (27) teachers from Paco Elementary School, District of Obando during the academic year 2023-2024.
- **Research Design:** A mixed quantitative and qualitative methods in implementing this developmental type of research.
- **Data Collection:** An online survey was developed to gather the teachers' evaluation on research skills in developing a research proposal and teachers' attitudes toward research. Furthermore, a focus group discussion (FGD) was developed to obtain data regarding the existing research challenges and practices in the school.

**Key Findings:** The results show that majority of the respondents with the total of 15 (55.6%) are not skilled in articulating basic research terms and concepts followed by moderately skilled with 10 (37%) with an overall mean interpreted as 'Not Skilled (Not demonstrated and requires direct supervision)' ( $M = 1.55$ ). In terms of recognizing positive attitudes of teacher-respondents towards research they are interpreted as 'Strongly Disagree' ( $M = 1.62$ ).

**Implications:** Addressing the obstacles in writing research proposals using a contextualized research support mechanism and support manual significantly and sustainably develop the essential knowledge and skills of teachers in research proposal development.

**Conclusion:** The sustainability of Research's beneficial effects—such as improvements in teaching strategies, ongoing institutional developments, and professional advancements—underline how important a role it plays in enhancing educational research practices in the school.

For further details on this study, contact Emmanuel John C. Castro, Paco Elementary School, at [emmanueljohn.castro@deped.gov.ph](mailto:emmanueljohn.castro@deped.gov.ph).

## Research Brief:

### Teachers' Research Competence Assessment: Input to a Research Development Program

**Introduction:** This study evaluates the competence of 56 teachers at Frances National High School in conducting action research, with findings serving as input for a need-based research development program. A mixed-method approach was used, incorporating quantitative data from the 54-item Teacher's Competence in Action Research (TCAR) scale and a Research Writing Skills Assessment Worksheet, both assessed using an adopted rubric. Qualitative data were gathered through interviews with selected teacher-participants, referred to as informants, to explore their challenges and experiences in conducting research.

#### Research Overview

- **Study Title:** Teachers' Research Competence Assessment: Input to a Research Development Program
- **Research Conducted by:** Virginia S. San Gabriel, PhD and Christian F. Baltao
- **Duration:** January – May 2024

#### Methodology

- **Sample Size:** The study included all 53 Junior High School and 10 Senior High School teachers at Frances National High School, Calumpit North District, Division of Bulacan, for SY 2023-2024.
- **Design:** A mixed-method approach was used, combining a quantitative Teacher's Competence in Action Research questionnaire and a Research Writing Skills Assessment Worksheet, analyzed with descriptive statistics.
- **Data Collection:** The Teacher's Competence in Action Research (TCAR) was administered online, while the Writing Skills Assessment Worksheets were distributed in both digital and printed formats.

**Key Findings:** The mean self-assessment score (76.64) was significantly higher than the actual writing skills assessment score (41.63), with a mean difference of 26.02 and a p-value below 0.01, indicating a statistically significant disparity. Interviews revealed that teachers face challenges in conducting Action Research due to time constraints, lack of interest, and limited competence.

**Implications:** The significant discrepancy suggests the need for targeted training programs that address real skill gaps rather than relying solely on self-perceived competence.

**Conclusion:** Professional development programs for teacher research should consider both self-assessment and actual writing skills. Addressing gaps in research competence through structured training will enhance teachers' ability to conduct Action Research effectively.

For More Information: For further details on the study, contact Mr. Christian F. Baltao, Master Teacher I at Frances National High School – Calumpit North District at [christian.baltao@deped.gov.ph](mailto:christian.baltao@deped.gov.ph)



## Research Brief:

### **VitaBites MiniReels: Effect on Grade 8 Learners' Nutritional Awareness and Dietary Habits**

**Introduction:** Many students lack essential dietary knowledge, leading to poor food choices and health risks. A 2023-2024 assessment of 358 Grade 8 learners at San Rafael National Trade School found 21.79% had malnutrition or health issues based on BMI and HFA. This underscores the need for interventions, with short video clips or reels used to promote nutrition education.

#### **Research Overview**

- **Study Title:** VitaBites MiniReels: Effect on Grade 8 Learners' Nutritional Awareness and Dietary Habits
- **Research Conducted By:** Maria Cristina L. Fernandez
- **Duration:** February-May 2024

#### **Methodology**

- **Sample size:** The study focused on Grade 8 learners at San Rafael National Trade School (SY 2023-2024) identified as wasted, overweight, obese, severely stunted, or stunted. Purposive sampling selected students from HE-Barista, Cookery, and Bread & Pastry Production classes, representing various sections.
- **Design:** A quasi-experimental pretest-posttest quantitative design examined the impact of an intervention on students' nutrition knowledge.
- **Data Collection:** The researcher reviewed participants' nutritional status reports. A teacher-made test assessed learning gaps in nutrition education. The intervention, VitaBites MiniReels—a compilation of short reels—was evaluated by the Quality Assurance Team, including the school LRMSD coordinator, English coordinator, and Home Economics head teacher.

**Key Findings:** The paired sample t-test showed a significant improvement in nutritional awareness after implementing VitaBites MiniReels ( $t = 11.6892$ ,  $p = 0.0001$ ,  $df = 38$ ). Post-intervention, 55% of students demonstrated moderate awareness, while 45% exhibited high awareness.

**Implications:** The intervention effectively improved the participants' nutritional awareness levels.

**Conclusion:** All 20 Grade 8 HE learners at San Rafael National Trade School showed substantial improvement in nutritional awareness, achieving 100% participation impact.

For further details on the study, contact maria Cristina L. Fernandez, San Rafael National Trade School, at [mariacristina.lfernandez@deped.gov.ph](mailto:mariacristina.lfernandez@deped.gov.ph)

## Research Brief:

### Effect of Contextualized Learning through Leading the Application-Based Skills (COLLABS) in TLE Performance Tasks

**Introduction:** The study examined the effect of Contextualized Learning through Leading the Application-Based Skills in TLE Performance Tasks in TLE 10-ICT, Quarter III- Lesson 3: Using Drawing Techniques to Represent Object or Idea.

#### Research Overview

- **Study Title:** Effect of Contextualized Learning through Leading the Application-Based Skills in TLE Performance Tasks
- **Research Conducted By:** Jay L. Pangilinan
- **Duration:** January – April 2024

#### Methodology

- **Sample Size:** 51 Grade 10 learners attending Information and Communication Technology class categorized as competent, approaching competent, and below competent based on the result of the pre-ICT skills checklist/assessment
- **Design:** Quasi-experimental research design
- **Data Collection:** Pre and Post -ICT Skills checklist/assessment; Rubrics that evaluated the participants' demonstration of skills, creativity, and contextualization/localization of output; and survey questionnaire

**Key Findings:** The COLLABS Strategy significantly improved Grade 10 learners' performance in completing performance tasks on drawing digital three-dimensional objects and understanding their real-life applications. At a 5% significance level, the W-statistic value of 26.5 was lower than the critical value of 415, leading to the rejection of the null hypothesis.

**Implications:** The COLLABS Strategy should be integrated into various subjects to enhance cooperative learning through peer tutorials. Schools should incorporate peer learning strategies into Learning Action Cells (LAC) to strengthen teachers' ability to implement cooperative learning. Further research is recommended to assess its effectiveness across different disciplines and contexts, including remediation activities.

**Conclusion:** The COLLABS Strategy significantly enhanced Grade 10 learners' performance in completing performance tasks on drawing digital three-dimensional objects and understanding their real-life applications.

For More Information: Contact No.: 09684672084. School: Catmon National High School. E-mail Address: jay.pangilinan@deped.gov.ph

## Research Brief:

### **Empowering Learners through ICT: A Practical Handbook Approach for Enhancing Grade 6 Learners' Academic Performance in TLE-ICT**

**Introduction:** The Handbook in ICT 6 was developed to enhance Grade 6 learners' ICT skills, addressing challenges in adapting to the digital world. This study evaluated its effectiveness using a one-group pretest-posttest design with 42 Grade 6 students from Cay Pombo Elementary School during the 2023–2024 school year. Pretests and post-tests, consisting of 25 teacher-designed questions, measured students' progress.

#### **Research Overview**

- **Study Title:** Empowering Learners through ICT: A Practical Handbook Approach for Enhancing Grade 6 Learners' Academic Performance in TLE-ICT
- **Research conducted by:** DIANA C. BAYER
- **Duration:** February 2024- May 2024

#### **Methodology**

- **Sample Size:** 42 Grade 6 learners from Section Emerald, Cay Pombo Elementary School, District of Santa Maria West.
- **Design:** One-group pretest-posttest using the Independent Variable-Dependent Variable (IV-DV) Model
- **Data Collection:** A three-phase process involving a pre-test to assess baseline ICT skills, implementation of the handbook, and a post-test to measure improvements.

**Key Findings:** The pre-test results indicated low ICT proficiency, highlighting the need for targeted support. Post-test scores showed a significant increase in Mean Percentage Scores (MPS), demonstrating the handbook's positive impact on ICT learning.

**Implications:** The Handbook in ICT 6 proved to be an effective tool for strengthening foundational ICT skills. Schools may consider adopting similar interactive and structured materials to enhance digital literacy among learners.

**Conclusion:** The study confirmed that the Handbook in ICT 6 significantly improved Grade 6 learners' ICT proficiency. Its hands-on, engaging approach facilitated better understanding and application of ICT concepts, underscoring the value of practical learning resources in enhancing digital skills and academic performance.

For more information: For further details on the study, contact 09684623724, Cay Pombo Elementary School, at [diana.bayer@deped.gov.ph](mailto:diana.bayer@deped.gov.ph)



## Research Brief:

### **Project TURO (Teacher's Unobstructed Room-based Operation): Addressing the Challenges of DepEd's Engaged Time-On-Task Policy**

**Introduction:** Project TURO prioritized unobstructed classroom operations by relieving teachers of administrative tasks. This research aimed to support teachers in line with DepEd's Engaged Time-On-Task Policy, measuring actual teaching time and reasons for class disruptions.

#### **Research Overview**

- **Study Title:** Project TURO (Teacher's Unobstructed Room-based Operation): Addressing the Challenges of DepEd's Engaged Time-On-Task Policy
- **Research Conducted By:** Bienvenido L. Guevarra Jr PhD, Rhea S. Estampa, and Ma. Concepcion M. Madla
- **Duration:** March 2024 – May 2024

#### **Methodology**

- **Sample Size:** The study involved twelve teacher-advisers and sixty learners from Dampol 2nd National High School, including nine junior high and three senior high teachers, with each teacher having five learners as key informants.
- **Design:** The study used a mixed-methods design, with reflective practice in action research enhancing the understanding and resolution of key issues for Project TURO.
- **Data Collection:** Data collection involved semi-structured interviews with key informants, providing direct responses and reliable information.

**Key Findings:** The study found that removing ancillary tasks and using the 3D strategy increased teachers' classroom time, but coaching for DepEd activities caused interruptions. Despite the Engaged Time-On-Task Policy, lesson mastery remained challenging due to limited activities. While the 3D strategy helped monitor teaching time, modular and online learning reduced teaching hours, affecting student learning.

**Implications:** Project TURO effectively reduces teachers' ancillary tasks, enabling them to focus on teaching and increasing their awareness of their activities.

**Conclusion:** This research concluded that teachers met the actual teaching time with the removal of ancillary tasks and the 3D strategy gave way to more contact time with learners inside the classroom.

For More Information: Bienvenido L. Guevarra Jr., Vedasto Santiago R. Santiago High School, Email: [bienvenido.guevarra001@deped.gov.ph](mailto:bienvenido.guevarra001@deped.gov.ph), Mobile No: 09228250634, Rhea S. Estampa, Dampol 2nd National High School, Email: [rhea.estampa@deped.gov.ph](mailto:rhea.estampa@deped.gov.ph), Mobile No: 09228395659, Ma. Concepcion M. Madla, San Miguel-Meysulao High School, Email: [maconcepcion.madla001@deped.gov.ph](mailto:maconcepcion.madla001@deped.gov.ph), Mobile No: 09228416283.

## Research Brief:

### **The Strength of Project 4S (School Water Supply System and Sanitation Facilities) in Implementing WASH in Schools Program**

**Introduction:** The main objective of this study is to determine the effectiveness of Project 4S (School Water Supply System and Sanitation Facilities) and its effect on the implementation of WinS Program in Maasim Elementary School, San Ildefonso South District, Division of Bulacan.

#### **Research Overview**

- **Study Title:** The Strength of Project 4S (School Water Supply System and Sanitation Facilities) in Implementing WASH in Schools Program
- **Research Conducted by:** Digna S. Manalo, PhD and Sonny Austin B. Reyes, PhD
- **Duration:** March – May 2024

#### **Methodology**

- **Sample Size:** The respondents of this study comprised the Division WinS evaluator, Maasim Elementary School Teachers (13), 4 non-teaching personnel, and 115 out of 229 pupils in grades 4 to 6 at Maasim Elementary School in the San Ildefonso South District.
- **Design:** The researchers utilized an evaluation research design, as program evaluation, which entails carrying out a structured assessment of the value of resources committed to a specific goal.
- **Data Collection:** Data collection methods included surveys, questionnaires, field/observation notes, focus group discussion, and implementation assessment.

**Key Findings:** Project 4S has ensured a steady and reliable supply of clean water for handwashing and managing menstrual hygiene in schools. As a result, students have access to essential information and knowledge about the importance of sanitation practices and proper hygiene.

**Implications:** School administrators should consistently consider the WinS Program in development plans and improve parent-teacher collaboration to reduce disagreements and enhance parental support for learners' health.

**Conclusion:** The implementation of Project 4S at the school had a major impact on health education, deworming, water access, sanitation, and hygiene—all of which are essential components of Maasim Elementary School's Wash-in-Schools (WinS) program.

For more information: For further details on the study, contact Digna S. Manalo, PhD, Maasim Elementary School, [digna.manalo111@deped.gov.ph](mailto:digna.manalo111@deped.gov.ph) / Sonny Austin B. Reyes, PhD, Maasim Elementary School, [sonnyaustin.reyes@deped.gov.ph](mailto:sonnyaustin.reyes@deped.gov.ph)

## Research Brief:

### **Flexibility and Personalization of Learning in the Open High School Program (OHSP): Bases for OHSP Offering in San Rafael National Trade School**

**Introduction:** Education is a fundamental right, but financial, physical, and social barriers prevent many Filipino youth from completing basic education. To address these challenges and support the Education for All (EFA) goals, the Department of Education introduced OHSP, offering flexible, self-paced learning for those unable to attend regular schools. Recognizing its potential to enhance enrollment, retention, and inclusivity, San Rafael National Trade School, in partnership with its School Governance Council, seeks to implement OHSP to promote access and equity in education.

#### **Research Overview**

- **Study Title:** Flexibility and Personalization of Learning in the Open High School Program (OHSP): Bases for OHSP Offering in San Rafael National Trade School
- **Research Conducted by:** Jennet A. Manalo
- **Duration:** April – May 2024

#### **Methodology**

- **Sample Size:** The study involved 40 junior and senior high OHSP learners, 2 OHSP school heads, 18 teachers from Carlos F. Gonzales High School, JJ Russel Memorial High School, and Vedasto R. Santiago High School.
- **Design:** Mixed-methods Research Design
- **Data Collection:** Adapted and validated researcher-made survey questionnaires collected data from learners and teachers, while school heads participated in face-to-face oral interviews.

**Key Findings:** Learners and teachers positively perceived OHSP's flexibility and personalization, with weighted means of 3.81 and 3.88, respectively, both interpreted as "Agree."

**Implications:** The positive perceptions from both learners and teachers suggest that the program effectively promotes self-paced learning, individualized plans, and adaptable schedules, making education more accessible to marginalized groups.

**Conclusion:** OHSP benefits students with limited access to traditional schooling but faces challenges like limited face-to-face meetings, attendance issues, and resource shortages. Targeted support and tailored strategies are needed to enhance its effectiveness.

For further details of this study, please contact Jennet A. Manalo, San Rafael National Trade School, at [jennet.manalo002@deped.gov.ph](mailto:jennet.manalo002@deped.gov.ph)



## Research Brief:

### **Collaboration of Alumni Association to School Activities: Its Effect to the Attainment of School's Target Goals**

**Introduction:** Exploring alumni collaboration in school activities, focusing on the implementation of the Proposed Alumni Association Collaboration Action Plan for S.Y. 2023–2024 served as the main core of the study. It assessed its impact on the achievement of the school's targeted goals, such as student outcomes, community ties, and resource mobilization.

#### **Research Overview**

- **Study Title:** Collaboration of Alumni Association to School Activities: Its Effect on the Attainment of School's Target Goals
- **Research Conducted By:** Rizaldy C. Pidlaoan
- **Duration:** February – May 2024

#### **Methodology**

- **Sample Size:** The study involved 42 alumni, divided into two groups: the Junior Cluster (senior high school and college students) and working alumni who actively contributed to achieving targeted goals.
- **Design:** Convergent Parallel Mixed Methods
- **Data Collection:** After finalizing the activity schedule, an orientation was held to explain the study and obtain consent. The researcher, alongside program heads and chairpersons, monitored alumni participation and assessed challenges through accomplishment reports.

**Key Findings:** The programs and projects involving alumni were highly successful, with all goals achieved. Alumni collaboration significantly contributed to teaching, research, community outreach, and professional development. However, challenges such as availability, communication, and long-term engagement were noted.

**Implications:** By aligning the nature of the programs with the services alumni could offer, the alumni is empowered to make meaningful contributions. This collaboration had a substantial positive impact on the welfare of the school, its teachers, and students.

**Conclusion:** The active participation of alumni was significant to the successful achievement of the goals for various programs, projects, and activities during the School Year 2023-2024. This challenges the traditional view that alumni can only contribute financially, demonstrating instead that they can play a pivotal role in the teaching-learning process, research and innovation, community extension, and the professional development of teachers.

**For More Information:** For further details on the study, contact 09688615287, Mr. Rizaldy C. Pidlaoan from Parada National High School and the email is rizaldy.pidlaoan@deped.gov.ph

## Research Brief:

### **ReIR (Research, Innovation and Robotics) Hub: Center for Research and Development of Santa Maria East District**

**Introduction:** This study aims to establish the ReIR (Research, Innovation, and Robotics) Hub to enhance research culture in the Santa Maria East District, supporting teachers in conducting school-based research for data-driven solutions and improved educational quality.

#### **Research Overview**

- **Study Title:** ReIR (Research, Innovation and Robotics) Hub: Center for Research and Development of Santa Maria East District
- **Research Conducted By:** Leonora V. Bergado & Carmela E. De Torres
- **Duration:** February – May 2024

#### **Methodology**

- **Sample Size:** The study involved ten (10) research coordinators and nine (9) research-advisers of elementary and high schools Santa Maria East District.
- **Design:** A developmental research approach was employed, focusing on designing, developing, and evaluating instructional programs and processes. The study examined the impact of the ReIR Hub's operations manual and technical assistance (TA) framework on teacher-researchers.
- **Data Collection:** A Focus Group Discussion (FGD) was conducted to explore the experiences and challenges faced by teacher-researchers in conceptualizing research. The insights gathered informed the development of the TA framework and the ReIR Hub operations manual.

**Key Findings:** The study identified key challenges among Santa Maria East District teachers in research conceptualization, implementation, and validation, including time and resource constraints, limited skill development opportunities, low motivation due to rejections, and competing responsibilities. These findings highlight the need for a dedicated research center to support teachers in conducting research and fostering a research-oriented culture in the district.

**Implications:** The ReIR Hub fosters collaboration among teacher-researchers, enhancing their research skills and promoting a strong research culture in the Santa Maria East District.

**Conclusion:** The establishment and validation of the ReIR Hub and its operations manual address the needs of teacher-researchers, supporting research development and benefiting the entire Santa Maria East District community.

For more information: For further details on the study, contact Carmela E. De Torres, Parada National High School at [carmela.eugenio@deped.gov.ph](mailto:carmela.eugenio@deped.gov.ph)

## Research Brief:

### **Sports Activities of Teacher-Coaches During the Height of the COVID-19 Pandemic: Basis for District Revitalized Sports Program**

**Introduction:** The Sta. Maria East District faced challenges in prioritizing sports in its 2023 annual implementation plan due to the decline of teacher-coach development during the COVID-19 pandemic. This resulted in the district participating in only 11 out of 31 events in the 2023 EDDIS VI Athletic Meet. To address this, the district assessed sports activities over the past two years to develop a more flexible sports program.

#### **Research Overview**

- **Study Title:** Sports Activities of Teacher-Coaches During the Height of the COVID-19 Pandemic: Basis for District Revitalized Sports Program
- **Research Conducted By:** Leonora V. Bergado & Reagan N. Cabuhat
- **Duration:** June 2023 to June 2024

#### **Methodology**

- **Sample Size:** 58 teacher-coaches participated in a quantitative survey and 10 teachers from 10 schools provided qualitative insights.
- **Design:** Mixed-methods research using a concurrent triangulation design to analyze both quantitative and qualitative data.
- **Data Collection:** A validated questionnaire gathered quantitative data, while interview guides facilitated qualitative insights.

**Key Findings:** The evaluation revealed that teacher-coaches' sports activities were not fully realized. Findings guided the Revitalized District Sports Program (DRSP), which was implemented over six months. Teacher-coaches reported improvements in training effectiveness, athlete performance, and overall fulfillment.

**Implications:** The DRSP was developed based on pre-evaluation results and successfully addressed teacher-coaches' frustrations during the pandemic.

**Conclusion:** The implementation of DRSP, particularly the execution of DRSP's implementation phase can be said to be successful. This is according to the statements of the informants which is contrary to the pre-evaluation of their sports activities. They expressed successful experiences in relation to the implementation of the crafted DRSP that led to the formation of the following themes: finally satisfied with the training, effective actual training, keeping on the training track, athletes' improvement, I am happy, and fulfilled passion.

**For More Information:** For further details on the study, contact Leonora V. Bergado & Reagan N. Cabuhat, Sta. Maria East District, at [leonora.vbergado@deped.gov.ph](mailto:leonora.vbergado@deped.gov.ph) / [reagan.cabuhat@deped.gov.ph](mailto:reagan.cabuhat@deped.gov.ph)



## Research Brief:

### **Improving the Academic Performance of Grade 6 Pupils in Technology and Livelihood Education (TLE) through the Utilization of Localized Digitalized Self-Learning Activity Materials (e-LAMs)**

**Introduction:** This study aims to determine the effect of localized digitalized self-learning activity materials or e-LAMs to the academic performance of Grade 6 pupils at Abangan Sur Elementary School. This action research was conducted to address the call of an issue observed within the classroom that allowed the researcher to develop localized digitalized self-learning activity materials or e-LAMs and discovered possible means in giving solution and intended to help and gain learning losses brought by the pandemics.

#### **Research Overview**

- **Study Title:** Improving the Academic Performance of Grade 6 Pupils in Technology and Livelihood Education (TLE) through the Utilization of Localized Digitalized Self-Learning Activity Materials (e-LAMs)
- **Research Conducted By:** Nina Sherry L. Clemente
- **Duration:** April 18, 2024 – May 3, 2024 of School Year 2023-2024

#### **Methodology**

- **Sample Size:** The participants were composed of 51 Grade 6 pupils.
- **Design:** The study was employed a quasi-experimental research design; the researcher was able to determine its effect on how this may help the learners improve their poor academic performance.
- **Data Collection:** The data were gathered through the administration pretest and post-test to the participants of the study before and after the utilization of the digitalized self-learning activity materials or e-LAMs.

**Key Findings:** After the intervention, most of the grade 6 pupils showed remarkable progress, improving the 20 scores in the "Outstanding" on the post-test. This substantial enhancement is further supported by the significant increase in the mean score from 62.75% to 72.55%.

**Implications:** The e-LAMs was developed to address the call of an issue observed within the classroom that allowed the teacher to develop localized digitalized self-learning activity materials or e-LAMs and discovered possible means in giving solution and intended to help and gain learning losses.

**Conclusion:** It is concluded that the use of digitalized self-learning activity materials or e-LAMs, developed by the researcher, improved the level of performance of grade 6 pupils not only in TLE in Home Economics but also across other learning areas.

For More Information: For further details on the study, contact Nina Sherry L. Clemente at 09488736096, Abangan Sur Elementary School, Marilao South District via email: [nisherry.clemente@deped.gov.ph](mailto:nisherry.clemente@deped.gov.ph)

