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Foreword

Every year in DepEd Bulacan, we learn something new—not just from our classrooms and communities, but also from the dedicated people who take the time to study, question, and make sense of the realities we face in education. **Buklod Volume 2** is a reflection of that ongoing journey. It gathers the research work completed in Fiscal Year 2025, and as we share it in 2026, it carries with it our hope that these insights spark meaningful conversations and actions across our Schools Division.

What makes this collection special is not just the data or the findings, but the stories behind them—the teachers who observe their learners closely, the school heads who look for ways to improve their systems, and the researchers who patiently turn everyday challenges into opportunities for learning. Their work reminds us that research is not separate from our practice; it grows from it.

This second volume continues what we started: making research accessible, practical, and rooted in the real needs of our schools. By publishing these briefs through the DepEd Bulacan website, we want to ensure that every educator, leader, and stakeholder has something they can learn from—whether it's a new idea to try, an issue to reflect on, or an approach worth replicating.

True to its name, **Buklod**, this collection represents the connections we continue to build—connections between evidence and decision-making, between challenges and solutions, and most importantly, between people who care about improving education. It shows how much stronger we are when we think, question, and innovate together.

As you read through these research briefs, may you find insights that inspire you, challenge you, and support the work you do. And may we all continue to embrace research not as a requirement, but as a shared responsibility—one that helps us serve every Bulakeño learner with compassion, clarity, and purpose.

The Editor

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BUKLOD

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Playful Repurposed Learning Materials: Effect on Letter Recognition and Phonetic Awareness of Kindergarten Learners

Introduction: The Matatag Curriculum for Kindergarten has six Developmental Domains, first one is Literacy, Language and Communication. Expecting learner to develop communication skills in their first language. Also to develop more positive attitudes toward reading and writing. Focusing on learning competencies on the provide the sound of the letter its stands for; write the letters of the alphabet in uppercase and lowercase form; and recognize the sounding off letters form words.

Research Overview

Study Title: Playful Repurposed Learning Materials: Effect On Letter Recognition And Phonetic Awareness Of Kindergarten Learners

Research Conducted By: Celeste D. Olano

Ana Patricia R. Bautista

Carerina Mae G. Ambo

Duration: February – April 2025

Methodology

Sample Size: 33 Kindergarten of Pulilan Central School. From the section who got the lowest MPL in the Regional Diagnostic Assessment and have difficulty answering items number 8-11, namely 11 pupils from Kinder Green 12 pupils from Kinder Red, and 10 pupils from Kinder Blue.

Design: A developmental, pre-experimental research using a one-group pretest-posttest design.

Data Collection: Followed the protocol and procedure from before, during and after the experimental phase. Secured statistical analysis of gathered data, share the results to the participants and made post experimental debriefing.

Key Findings: The results for Playful Repurposed Learning Materials learners got a mean of 18.62. The pupils mastered 18 of basic literacy. On the other hand, the controlled pupils are still having difficulties in mastering basic literacy skills. They only got a mean of 9.76. Only 9-10 from the basic 20 item test they have got correct answer.

Implications: Playful Repurposed Learning Materials: Effect On Letter Recognition And Phonetic Awareness Of Kindergarten Learners is an effective approach to enhance the literacy skills of kindergarten pupils.

Conclusion: There is a significant difference on the level of mastery and performance development of those experimental pupils compared to controlled pupils. With the use of Playful Repurposed Learning Materials and activities utilized by this group of researchers enhanced the level of learning and mastery of the kindergarten pupils. At the same time showed the active interest witnessed in their performance test.

For further details on the study, contact Celeste D. Olano, Pulilan Central School, Poblacion, Pulilan District, at celeste.olano@deped.gov.ph and 09239013409

Simple Writing Intervention Materials: Effect in Kindergarten Pupils' Handwriting Skills

Introduction: This study investigated how simple writing intervention materials could help kindergarten pupils improve their handwriting at North Hills Village Elementary School. Many young learners struggle with grip, control, and letter formation, so the researcher explored a structured approach that used easy, hands-on activities to build these skills. By comparing pupils who used the intervention with those who received regular instruction, the study aimed to see whether a more guided, multisensory method would make a noticeable difference in their handwriting development.

Research Overview

- **Study Title:** Simple Writing Intervention Materials: Effect in Kindergarten Pupils' Handwriting Skills
- **Research Conducted By:** Sheryl C. Espiritu
- **Duration:** September 2024 – February 2025

Methodology

- **Sample Size:** The study covered 50 kindergarten pupils from North Hills Village Elementary School, Ph 1 NHV Bitungol, Norzagaray, Bulacan, during the School Year 2024-2025. The pupils were divided into two equal groups:
 - a. Control Group (Traditional Handwriting Activities)
 - b. Experimental Group (Handwriting Intervention Strategy)
- **Design:** This study utilized a Pretest-Posttest Quasi-Experimental Design
- **Data Collection:** The researchers first administered a validated using the LRMS tool teacher-made pretest to all pupils, then divided them into two groups: one received the handwriting intervention, and the other followed the usual writing activities.

Key Findings: The pre-test results show that all pupils from both sections started at the “Beginning” level, with most scores clustered between 3 and 5. This indicates that learners had only basic skills at the start. After the intervention, both groups improved, but the gains of Group B were much higher. Pupils who used the writing intervention materials moved from low pre-test scores to consistently scoring 14–16 in the post-test, placing them in the “Consistent” level. Meanwhile, Group A also improved but only reached the “Developing” level. Both groups showed significant improvement, but the ANOVA results indicate that the progress of the intervention group was far greater.

Conclusion: Based on the results of the pretest and posttest assessments, there was a statistically significant improvement in the handwriting skills of kindergarten pupils who were exposed to the Simple Writing Intervention Materials. The intervention group consistently achieved higher scores compared to the control group, which used traditional writing activities.

For further details on the study, contact Sheryl C. Espiritu, North Hills Village Elementary School, Norzagaray West District, at sheryl.espiritu001@deped.gov.ph.

Developing Early Writing Skills Using the Hands-On Letters Pack (Manipulative) For Kindergarten Learners

Introduction: The study aimed to developed the writing skills using hands-on letters pack, different manipulative materials used in writing among kindergarten learners. This research emphasizes the significance of giving attention on writing skills as early as kindergarten to allow learners set foundation skills in writing while recognizing the structure of letters.

Research Overview

Study Title: Developing Early Writing Skills Using the Hands-On Letters Pack (Manipulative) for Kindergarten Learners

Research Conducted By: Roderick M. Bautista, Franze D. Termulo, Arnel R. Antonio

Duration: 2024 to May 2025

Methodology

Sample Size: The study involved fifteen (15) Kindergarten learners enrolled during the School Year 2024–2025.

Design: The study employed a **quantitative research design using a one-group pretest–posttest experimental approach** to determine the effectiveness of the Hands-On Letters Pack (Manipulative) in developing early writing skills of Kindergarten learners.

Data Collection Method: Data were collected over a four-week period following a structured procedure. A pretest was first administered to establish the learners' baseline writing skills. The Hands-On Letters Pack was then introduced as the intervention, conducted during regular class sessions. Learners participated in hands-on activities using the manipulatives to practice letter recognition, formation, and writing.

Key Findings: The study revealed a **significant improvement** in the writing skills of Kindergarten learners after the implementation of the Hands-On Letters Pack. Results of the t-test revealed a **computed t-value of 8.20**, which exceeded the **critical value of 2.14** at the **0.05 level of significance** with **28 degrees of freedom**. This indicates that the observed difference between the pretest and posttest scores was **not due to chance**.

Implications: The results implied that integrating manipulative-based, play-centered activities in Kindergarten classrooms can effectively enhance early writing skills and readiness for future literacy learning.

Conclusion: The study concludes that the Hands-On Letters Pack is an effective instructional intervention in improving the foundational writing skills of Kindergarten learners. The significant improvement in posttest scores confirms that manipulative-based and play-centered learning enhances letter formation and writing readiness.

For further details on the study, contact Franze D. Termulo, Lawa Elementary School, Obando District, at franze.termulo@deped.gov.ph and 09368681606.

Kindergarten

Analyzing the Effects of Gadget Exposure on Kindergarten Learners' Behavior: Basis for a Guidance Support Program

Introduction: This study examines the effects of gadget exposure on the behaviors of kindergarten learners, particularly in terms of attention span, social interaction, and emotional regulation within the school setting. The findings serve as the basis for developing a Guidance Support Program that will help schools, teachers, and parents promote balanced gadget use and support the holistic development of young learners.

Research Overview

Study Title: Analyzing the Effects of Gadget Exposure on Kindergarten Learners' Behavior: Basis for a Guidance Support Program

Research Conducted by: Patricia Mary O. Santos, Julie Ann I Veraguas, Jaclene R. Basanes

Duration: January 2025- March 2025

Methodology

Sample Size: 30 Kindergarten Learners, 30 Parents & 1 Teacher

Design: Descriptive-Correlational Design

Data Collection: Surveys, Observation Checklist and Interviews

Key Findings: The study found that kindergarten learners are frequently exposed to gadgets, with longer screen time observed during weekends. Increased gadget exposure was associated with shorter attention span, reduced focus during classroom activities, and difficulty completing tasks. Learners with high gadget use also showed signs of social withdrawal, preferring screen-based activities over interacting with peers. Additionally, emotional behaviors such as irritability, mood swings, and dependency were commonly observed when gadget use was restricted.

Implications: The findings of this study have several important implications for early childhood education, particularly in managing gadget use among kindergarten learners within the school setting. The results highlight that frequent and prolonged gadget exposure is associated with short attention span, emotional instability, and reduced social interaction among young learners.

Conclusion: This study found that gadget exposure significantly affects kindergarten learners' behavior, particularly their attention span, social interaction, and emotional regulation. Frequent and prolonged gadget use was linked to short attention span, increased irritability, emotional dependency, and reduced peer interaction, as consistently observed by both teachers and parents at home and in school. While gadgets may offer educational benefits, unregulated use poses risks to learners' holistic development.

For further details on the study, contact Patricia Mary O. Santos, Longos Elementary School at patriciamary.santos@deped.gov.ph

Kindergarten

Instructional Materials Based on ZIC Approach: Effect on the Phonemic Awareness of Kindergarten Pupils

Introduction: This research investigates the effectiveness of instructional materials based on the ZIC Approach in developing the phonemic awareness of Kindergarten pupils at Balagtas Heights Elementary School. It seeks to determine whether the use of these materials significantly improves learners' phonemic awareness compared to standard instructional methods.

Research Overview

Study Title: Instructional Materials Based on ZIC Approach: Effect on the Phonemic Awareness of Kindergarten Pupils

Research Conducted By: Cherrylyn J. Salamat

Duration: October 3- December 4, 2024

Methodology

Sample Size: The sample size of the study consisted of a total of 40 kindergarten pupils.

Design: The study used a quantitative research design with purposive universal sampling. The study will utilize a quasi-experimental design, specifically a two-group test design.

Data Collection: After the pre-test, the experimental group will receive the ZIC-based instructional materials while the control group continues with conventional methods. Following the intervention, a post-test will be administered to both groups to assess learning gains.

Key Findings: The study revealed that both the control and experimental groups had equal baseline prior to the intervention. Following the implementation of the ZIC-based instructional materials, the experimental group demonstrated a statistically significant improvement in phonemic awareness from pre-test to post-test. In addition, a significant difference was observed between the post-test scores of the two groups, the experimental group performing better, thereby confirming the effectiveness of the instructional intervention in enhancing phonemic awareness among Kindergarten pupils.

Implications: The study suggests that ZIC-based instructional materials are effective in enhancing phonemic awareness among Kindergarten pupils. Teachers can use this approach to strengthen early literacy skills, while school administrators may consider integrating it into the curriculum.

Conclusion: The study shows that the ZIC-based instructional materials effectively improved phonemic awareness in Kindergarten pupils. The experimental group demonstrated significant gains compared to the control group, highlighting the intervention's positive impact on early literacy skills.

For further details on the study, contact Cherrylyn J. Salamat, Balagtas Heights Elementary School, cherrylyn.salamat@deped.gov.ph

Lokalisadong Sanayang Aklat: Pagtamo ng Masteri sa Pagbasa ng mga Salitang may /ng/ ng mga Mag-aaral sa Unang Baitang

Introduction: Batay sa obserbasyon ng guro sa Baitang 1, maraming mag-aaral ang nakararanas ng kahirapan sa pagbasa ng mga salita na may dugtong na -ng. Ito ay sinuportahan pa ng resulta ng pre-assessment na isinagawa gamit ang Modified Comprehensive Rapid Literacy Assessment (MCRLA) sa pagbubukas ng Taunang Pampanuruan 2024-2025. Sa paniniwala na ang paggamit ng mga sangguniang lokal at kontekstuwalisado ay makatutulong sa mas mabisang pag-unawa ng mga mag-aaral, inaasahan na mas mapalalalim ang kanilang pagkatuto sa pamamagitan ng mga konsepto at kasanayang mas makabuluhan at konektado sa kanilang kinabibilangang komunidad.

Research Overview

Study Title: Lokalisadong Sanayang Aklat: Pagtamo ng Masteri sa Pagbasa ng mga Salitang may /ng/ ng mga Mag-aaral sa Unang Baitang

Research Conducted By: Frelinda I. Asuncion & Darcy S. Sumaway

Duration: Disyembre 4, 2024 - Pebrero 10, 2025

Methodology

Sample Size: Ang pananaliksik na ito ay isinagawa sa Antonio C. Cruz-Sulucan Elementary School at ang mga kalahok ay 40 mag-aaral mula sa Baitang 1 na kabilang sa categoryang *Full* at *Moderate* Refresher batay sa resulta ng pre-assessment ng MCRLA sa taong pampanuruan 2024-2025.

Design: Ang pananaliksik na ito ay gumamit ng quasi-experimetral. Ang mga mag-aaral ay hinati sa kontrol at eksperimental na pangkat na kinabibilangan ng tigdalawampung (20) mag-aaral.

Data Collection: Sa pag-aaral, 40 mag-aaral ang sumailalim sa 3 mahahalagang yugto.

Key Findings: May makabuluhang pagkakaiba ang resulta ng panimula at pangwakas na pagsusulit sa mga kalahok sa pangkat eksperimental kasunod ng paggamit ng lokalisadong babasahing panturo.

Implications: Ang mga gumamit ng lokalisadong sanayang aklat ay may mas mataas na pag-unlad sa kakayahan sa pagbasa kumpara sa mga sumailalim sa tradisyunal na paraan ng pagtuturo.

Conclusion: Ang mga datos ay nagpapatunay sa bisa ng lokalisadong sanayang aklat na gumagamit ng mga pamilyar na salita at ilustrasyon sa pagpapaunlad ng kasanayan sa pagbasa ng mga mag-aaral.

For further details on the study, contact Darcy S. Sumaway and/or Frelinda I. Asuncion at darcy.sumaway@deped.gov.ph and frelinda.asuncion@deped.gov.ph respectively.

The Triad Collaboration for Children Reading Journey

Introduction: The number of non-reader learners in Filipino based on the pre-assessment of CRLA for Grades 1 to 3 shows a clear evidence that we need to strive more for them to become reader in Filipino. To address this, the researcher aimed to develop and assess the effectivity of an intervention-Project Tutok sa Pagbasa –the triad collaboration for children reading skills on letters and words of Kanyakan Elementary School -Schools Division of Bulacan.

Research Overview

Research Conducted by: Flordeliza S. Legaspi, PhD

Duration: December 2024-March, 2025

Methodology:

Sample size: The study involved 5 public elementary school teachers, 23 parents of identified non-readers, 7 GPTA Officers, and 2 LGUs

Design: mixed-methods approach of research which recognizes the high point of the two approaches being qualitative and quantitative types of data collection.

Data Collection: The researcher gathered baseline data such as the result of CRLA pre and post-reading assessment, Survey questionnaires and interviews were conducted to gather information and insights of all stakeholders on the importance of collaboration, participation and engagement/ involvement in the implementation of the project. The quantitative and qualitative data that will be generated on the information from the respondents shall be analyzed and interpreted as supplementary to each other to generate possible conclusions and suggest elements for future consideration.

Implications: The triad collaboration for children reading skills on letters and words and the project Tutok Pag-basa effectively eliminate numbers of non-reader showing constant motivation and commitment to have habitual time to read,.

Conclusion: The triad collaboration for children reading skills on letters and words and the project Tutok Pag-basa significantly help to improve learner performance s on reading letters and words because of constant reading session both in school and in home.

For further details of the study, contact Flordeliza S. Legaspi, Kanyakan Elementary School, at flordelizas.legaspi@depe.gov.ph

Decodable Picture Book: Hakbang sa Pagkilala ng Salita ng mga Low Emergent Readers sa Baitang 2

Introduction: Ang pananaliksik na ito ay nakatuon sa pagpapabuti ng kakayahan sa pagkilala ng mga salita ng mga mag-aaral na mababa ang antas sa pagbasa sa Baitang 2 sa pamamagitan ng paggamit ng mga Decodable Picture Book. Ipinakikilala nito ang isang interbensyon na nakabatay sa mga prinsipyo ng poniks at biswal na pagkatuto upang tugunan ang mga suliranin sa maagang pagbasa na nakaaapekto sa pangkalahatang pagganap sa akademiko.

Research Overview

Study Title: Decodable Picture Book: Hakbang sa Pagkilala ng Salita ng mga Low Emergent Readers sa Baitang 2

Research Conducted By: Manilyn T. Giganto

Duration: Pebrero 2025 – Marso 2025

Methodology

Sample Size: Ang bilang ng kalahok sa pag-aaral na ito ay binubuo ng 25 mag-aaral sa Baitang 2 na kinilalang mababa ang antas sa pagbasa batay sa Modified CRLA assessment sa Tabon Elementary School, sa Taong Panuruan 2024-2025.

Design: Gumamit ang pag-aaral ng disenyo na quasi-experimental. Isinagawa ang pre-test at post-test upang masukat ang epekto ng interbensyon.

Data Collection: Sa pag-aaral na ito, ang mga datos ay nakalap gamit ang mga pagsusulit na ginawa ng guro batay sa Modified CRLA. Bukod dito, gumamit ang mga mananaliksik ng obserbasyon at isang survey questionnaire upang makalap ang mga kwantitatibong datos hinggil sa epekto ng ginamit na materyal na interbensyon sa mga kalahok.

Key Findings: Ipinakita ng Mann-Whitney U Test na walang makabuluhang pagkakaiba sa mga pre-test score ng dalawang grupo ($p > .05$), ngunit may makabuluhang pagkakaiba sa mga post-test score ($p < .05$), na nagpapahiwatig na ang Decodable Picture Book ay nagkaroon ng positibong epekto sa kasanayan sa pagbasa. Lubos na sumang-ayon ang mga magulang sa pagiging epektibo nito (mean = 4.78).

Implications: Maaaring gamitin ng mga guro ang interbensyon upang suportahan ang mga mag-aaral na nahihirapan sa pagbasa, at mahalaga ang pakikipagtulungan sa mga magulang para sa tuloy-tuloy na pag-unlad.

Conclusion: Ang pag-aaral na ito ay nagpatunay na ang paggamit ng mga Decodable Picture Book ay may makabuluhang epekto sa pagpapahusay ng kakayahan sa pagkilala ng mga salita ng mga mag-aaral na mababa ang antas sa pagbasa. Inirerekomenda ang paggamit nito sa loob ng silid-aralan at ang pagsasagawa ng karagdagang pananaliksik upang maisulong ang mas malawak na aplikasyon.

Para sa karagdagang detalye hinggil sa pag-aaral, makipag-ugnayan kay Manilyn T. Giganto, Tabon Elementary School, Distrito ng Pulilan, manilyn.giganto@depd.gov.ph

Filipino

Pananaliksik sa Pagbuo ng Kagamitang Pagsasanay sa Pagsulat nang Kabit-kabit na Paraan ng mga Mag-aaral sa Ikalawang Baitang

Introduction: Ang pananaliksik ay isinagawa upang makabuo ng kagamitang pagsasanay sa pagsulat nang kabit-kabit na paraan ng mga mag-aaral sa Ikalawang Baitang. Layunin na matukoy kung wasto ang nilalaman, istruktura, organisasyon, at disenyo ng kagamitan batay sa pamantayang pangnilalaman na inaasahang mahasa sa mga mag-aaral bilang paghahanda sa mas mataas na antas ng edukasyon, gayundin kung sapat ang mga kasanayan at gawain upang mapaunlad ang kakayahan ng mga mag-aaral sa pagsulat.

Research Overview

Study Title: Pananaliksik sa Pagbuo ng Kagamitang Pagsasanay sa Pagsulat nang Kabit-kabit na Paraan ng mga Mag-aaral sa Ikalawang Baitang

Research Conducted By: Gemma Marissa B. Policarpio, Maria Jessica L. Jerao, Ana E. Montoya

Duration: Nobyembre 2024 – Abril 2025

Methodology

Sample Size: Ang mga kalahok ay 10 guro mula sa Silangang Distrito ng Santa. Maria na nagtuturo sa Ikalawang Baitang sa loob ng 2 at higit pang taon.

Design: Developmental Research Type I

Data Collection: Gumamit ang mga mananaliksik ng talatanungan at *survey questionnaire* upang malaman ang kanilang pananaw kaugnay sa nilalaman, estruktura, gawain, disenyo, at rekomendasyon para sa karagdagang pag-unlad ng kagamitang pagsasanay. Ang mga sagot sa talatanungan ay ibinuod at pinagsasama-sama gamit ang *thematic analysis*.

Key Findings: Ipinakita sa mga tugon ng mga kalahok na ang istruktura at organisasyon ng mga aralin ay nakaayos nang sunod-sunod, mula sa simpleng linya hanggang sa pagsulat ng buong talata, na tumutugma sa pamantayang pangnilalaman at kakayahan ng mga mag-aaral sa ikalawang baitang.

Implications: Ang kagamitang pagsasanay ay inaasahang magiging epektibong kasangkapan sa pagtuturo ng pagsulat ng kabit-kabit.

Conclusion: Ang kagamitang pagsasanay sa pagsusulat ng kabit-kabit ay angkop, makabuluhan, at epektibong kagamitan para sa mga mag-aaral sa nasabing antas.

For further details on the study, contact Gemma Marissa B. Policarpio, Maria Jessica L. Jerao, or Ana E. Montoya of Tumana Elementary School, Sta. Maria East District, at their email addresses gemmamarissa.policarpio@deped.gov.ph, mariajessica.lobos@deped.gov.ph, ana.montoya@deped.gov.ph and 09257346613 / 09068096765 / 09327092840.

Estratehiyang (Reciprocal Teaching) RT sa Pagpapaunlad ng Antas ng Kasanayan sa Kritikal na Pag-unawa ng mga Mag-aaral sa Baitang 5

Introduksiyon:

Ang pagbasa ay isang pangunahing kasanayan na mahalaga sa pagkatuto at pag-unlad ng mga mag-aaral. Sa pamamagitan ng epektibong estratehiya sa pagbabasa, tulad ng Reciprocal Teaching (RT), maaaring mapabuti ang kritikal na pag-unawa ng mga mag-aaral sa iba't ibang teksto. Ang RT ay isang pamamaraan na naglalayong turuan ang mga estudyante ng mga metakognitibong estratehiya tulad ng paghihinuha, paglilinaw, pagtatanong, at pagbubuod upang mas mapalalim ang kanilang pagkaunawa sa binasa nila.

Pangkalahatang Ideya ng Pananaliksik:

Ang pananaliksik na ito ay naglalayong alamin ang epekto ng Estratehiyang RT sa pagpapaunlad ng kritikal na pag-unawa ng mga mag-aaral sa Baitang 5. Ang pag-aaral ay makatutulong sa mga mag-aaral, guro, magulang, punong-guro, tagamasid pang-kurikulum, at mga mananaliksik sa hinaharap upang mas maunawaan ang RT at ang epekto nito sa pag-unawa sa pagbasa.

- **Pamagat ng Pag-aaral:** Estratehiyang (Reciprocal Teaching) RT sa Pagpapaunlad ng Antas ng Kasanayan sa Kritikal na Pag-unawa ng mga Mag-aaral sa Baitang 5
- **Pananaliksik na isinagawa ni:** Noli I. Francisco
- **Panahong Ginugol:** Enero hanggang Abril 2025

Metodolohiya:

Laki ng sample: Ang pag-aaral na ito ay nilahukan ng 14 na struggling readers na mag-aaral sa Baitang 5 na lubos na nangangailangan batay sa resulta ng paunang pagtataya sa Philippine Informal Reading Inventory (Phil-IRI).

Disenyo: Ang mananaliksik ay gumamit ng one-group pretest-posttest design na paraan ng pananaliksik.

Pagkalap ng Datos: Ang pag-aaral ay isinagawa sa tatlong yugto: paghahanda, implementasyon ng estratehiyang RT, at pagsusuri ng mga resulta upang makabuo ng konklusyon.

Natatanging Natuklasan: Ang positibong resulta ay sumusuporta sa bisa ng Estratehiyang RT na nagpapakita na ang estratehiya at aktibidad na ginamit ay epektibo sa pagpapalalim ng kaalaman ng mga kalahok.

Konklusyon: Batay sa resulta ng pag-aaral, ang hinuha na walang makabuluhang pagkakaiba ang antas ng kasanayan sa kritikal na pag-unawa ng mga mag-aaral bago at pagkatapos isagawa ang estratehiyang RT ay tinanggihan. Pinatunayan ito ng mga datos na nagpapakita na nagkaroon ng pagbabago ang kasanayan ng mga mag-aaral sa pag-unawa kung sila ay sumailalim sa estratehiyang RT.

Para sa iba pang detalye tungkol sa pag-aaral, makipag-ugnayan kay Noli I. Francisco, sa Paaralang Elementarya ng Sapang Dayap at sa noli.francisco001@deped.gov.ph.

Estratehiyang Reciprocal Teaching Tuwing Catch-Up Fridays: Epekto sa Antas ng Pagbasa ng mga Mag-aaral sa Ika-6 na Baitang

Introduction: Ang pananaliksik ay isinagawa upang makabuo ng isang estratehiya na nakatuon sa aktibong partisipasyon ng mga mag-aaral sa pagbasa gamit ang apat na kasanayan: pagbubuod (Summarizing), pagbuo ng tanong (Questioning), paglilinaw (Clarifying) at paghula (Predicting) upang pahasayin ang mga kasanayan sa pagbasa nang may pang-unawa, at bilang tugon rin sa inisyatibo ng DepEd Bulacan na (5Bs) Bawat Batang Bulakenyo Bihasang Bumabasa.

Research Overview

Study Title: Estratehiyang Reciprocal Teaching Tuwing Catch-Up Fridays: Epekto sa Antas ng Pagbasa ng mga Mag-aaral sa Ika-6 na Baitang

Research Conducted By: Julie Ann J. Vardeleon

Duration: Setyembre 2024 - Pebrero 2025

Methodology

Sample Size: Ang mga kalahok ay 38 mag-aaral mula sa Baitang 6 Pangkat A. Delos Santos ng Paaralang Pang-alaala kay Dr. Antonio C. Villarama, Marungko, Angat, Bulacan.

Design: Mixed Method

Data Collection: Gumamit ang mga mananaliksik ng dalawang pangkat ng mag-aaral sa ika-6 na baitang pangkat A. Delos Santos ang Controlled Group na binubuo ng 19 na mag-aaral at Experimental Group na binubuo rin ng 19 na mag-aaral na may kabuuang bilang na 38. Ang bawat mag-aaral ay bibiyan ng sipi ng mga babasahing kuwento na hango sa Phil-Iri Manual at kwaderno upang doon itala ang sagot sa bawat pagtataya.

Key Findings: Isinagawa ang paired-samples t-test, may sapat na batayan upang ihambing ang antas ng pagbasa ng mga mag-aaral bago at pagkatapos ipatupad ang Reciprocal Teaching Strategy. Napatunayan sa resulta ng istatistika na naging epektibo ng Reciprocal Teaching Strategy, napabuti nito ang antas ng pagbasa ng mga mag-aaral sa ika-6 na baitang na kabilang sa Experimental Group.

Implications: Batay sa mga resulta ng pag-aaral may makabuluhang pagtaas sa antas ng pagbasa ang mga mag-aaral matapos ang interbensyon. Pinatutunayan nito na epektibo ang Estratehiyang Reciprocal Teaching sa pagpapataas ng kasanayan sa pagbasa at pag-unawa ng mga mag-aaral.

Conclusion: Sa kabuuan, ang mga mungkahing Estratehiyang Reciprocal Teaching na ginamit sa pag-aaral na ito ay napa-unlad ang antas ng pagbasa ng mga mag-aaral ay mamaari itong magamit ng mga paaralan sa buong distrito ng Angat maging sa buong lalawigan ng Bulacan

For further details on the study, contact Julie Ann J. Vardeleon, Dr. Antonio C. Villarama Memorial School, Angat District, at julie.vardeleon@deped.gov.ph.

Paglinang sa Antas ng Pag-unawa ng mga Mag-aaral sa Ikaanim na Baitang Gamit ang Estratehiyang Fil-Bone Graphic

Introduction: : Naglalayong tukuyin sa pananaliksik na ito mula sa ikaanim na baitang, Pangkat Marcelo H. del Pilar ang epekto at kahalagahan ng paggamit ng Fil-Bone Graphic Technique upang mapataas ang antas ng kumprehensiyon ng mga mag-aaral sa Filipino. Gamit ang validadong materyal sa pagbasa, ito ay nagnanais na makatulong sa paglinang ng kakayahan ng bawat mag-aaral.

Research Overview

Study Title: Paglinang sa Antas ng Pag-unawa ng mga Mag-aaral sa Ikaanim na Baitang Gamit ang Estratehiyang Fil-Bone Graphic

Research Conducted By: Ma. Theresa C. Ignacio

Duration: Pebrero-Abril 2024

Methodology

Sample Size: Ang apatnapung (40) batang natukoy na nahihirapan sa pag-unawa gamit ang Phil-IRI assessment tool ang naging kalahok sa pag-aaral na ito, na hinati sa dalawang grupo: eksperimental at kontrol.

Design: Ginamitan ng experimental research design na binubuo ng control at experimental group. Ang paggamit ng experimental research ay mahalaga dahil layunin ng pag-aaral na suriin ang bisa ng Fil-Bone Graphic Technique na gagamitin sa experimental group, habang ang control group ay ituturoan gamit ang tradisyunal na pamamaraan ng pagtuturo sa Filipino.

Data Collection: Binigyan ng pre-test at post-test ang dalawang grupo upang masagot ang mga tanong sa pananaliksik. Sinuri ang nakalap na datos gamit ang mean at standard deviation.

Key Findings: Batay sa resulta, walang makabuluhang pagkakaiba sa estadistika ang naobserbahan sa pre-test ng dalawang grupo ($U = 175$, $p > .05$). Gayunpaman, nagpakita ng makabuluhang pagkakaiba sa estadistika ang post-test scores ng dalawang grupo ($U = .000$, $p < .05$), na nagpakita ng pag-unlad sa pag-unawa sa binasa ng mga mag-aaral sa eksperimental na grupo na gumamit ng Fil-Bone Graphic Technique.

Implications: Ang paggamit ng Fil-Bone Graphic Technique para mapaunlad ang pag-unawa sa pagbasa ay isa sa mga interbensyong maaaring gamitin ng iba pang mga guro.

Conclusion: Ipinakikita nito na ang mga mag-aaral sa Baitang 6 na gumamit ng Fil-Bone Graphic Technique ay nagpakita ng pag-unlad sa pag-unawa sa pagbasa.

For further details on the study, contact Ma. Theresa C. Ignacio, Pulilan Central School, Pulilan District, at matheresa.ignacio003@deped.gov.ph.

Kagamitang Pangkasanayan sa Pagsulat ng Pangungusap para sa Ikapitong Baitang

Introduction: Ang pagsulat ay mahalagang kasanayan sa pagpapahayag ng ideya at saloobin ng mga mag-aaral (Dhanya at Alamelu, 2019; Ortiz, 2017). Gayunpaman, ang kahirapan sa pagsulat ng mga mag-aaral ay mayroong malaking epekto sa kanilang akademikong pagganap, mahalaga ang papel ng guro at ang paggamit ng angkop na interbensiyon upang mapa-unlad ang kasanayan sa pagsulat. Ito ang nagtulak sa mga mananaliksik na bumuo ng isang angkop na interbensiyon sa pagsulat na makatutulong sa mga piling mag-aaral sa Ikapitong Baitang ng Mataas na Paaralang Nasyunal ng Parada sa Dibisyon ng Bulacan.

Research Overview

Study Title: Kagamitang Pangkasanayan sa Pagsulat ng Pangungusap para sa Ikapitong Baitang

Research Conducted By: Ronetta O. Espino at John Carlo R. Paglinawan

Duration: December – April 2025

Methodology

Sample Size: Ang mananaliksik ay gumamit ng *Purposive sampling technique* upang mapili ang mga mag-aaral na sasailalim sa pag-aaral na ito. Ang mga kalahok ay binubuo ng pitong (7) guro ng Baitang 7 Pangkat Aspen na nasa edad na dalawampu't walong (28) taong gulang hanggang animnapu (60) taong gulang na ang kasarian lahat ay babae.

Design: A developmental.

Data Collection: Ang bawat kalahok ay sasagutin ang mga katanungan sa *Focus Group Discussion* batay sa kanilang karanasan at obserbasyon. Kinuha rin ng mga mananaliksik ang mga iskor sa tatlong *checker* ng mga mag-aaral sa nasabing baitang at pangkat sa kanilang binuong pangungusap batay sa pamantayan.

Key Findings: Lumalabas sa resulta na mayroong kahinaan ang mga mag-aaral sa baitang 7 sa pagbuo ng pangungusap sa iba't ibang pamantayan, ang kakulangan sa kaalaman sa gramatika, limitado ang karanasan at kasanayan sa pagbabasa ay hindi sapat upang matamasa ang pagkakaroon ng kahusayan sa pagsulat, dahil maraming mag-aaral ang kayang sumulat ngunit maraming kamalian, dagdag pa ang mga mag-aaral ay may kakulangan sa ideya, limitadong gamit ng gramatika, hindi angkop na pagpili ng mga salita at hindi maayos na estruktura ng pangungusap.

Implications: Ang nabuong interbensiyon ay makatutulong sa mga mag-aaral upang mapaunlad ang kanilang kasanayan sa pagsulat ng pangungusap.

Conclusion: Ang mga mananaliksik ay nakabuo ng isang interbensiyon sa pagsulat ng pangungusap para sa Ikapitong Baitang.

For further details on the study, contact Ronetta O. Espino o John Carlo R. Paglinawan, Parada National High School, Santa Maira East District, roneth.espino002@deped.gov.ph at johncarlo.paglinawan@deped.gov.ph and 09277016600 o 09351894984.

Paggamit ng Teknolohiya sa Pagsusuri ng Panitikang Filipino sa Pamamagitan ng Podcast sa Ikawalong Baitang

Panimula: Sa kasalukuyang panahon, kung saan ang teknolohiya ay mabilis na umuunlad at nagsusulong ng pagbabago, ang mga tradisyunal na pamamaraan ng pagtuturo ay tila hindi na sapat upang tugunan ang pangangailangan ng mga mag-aaral (Ciud,2020). Ayon sa pag-aaral, ang mga tradisyunal na pamamaraan ng pagtuturo ay madalas na nakatuon lamang sa paghahatid ng kaalaman at hindi nagbibigay ng diin sa pagbuo ng mga kasanayan sa mapanuring pag-iisip, paglutas ng problema at pakikipagtulungan - mga kasanayan na kinakailangan para sa tagumpay ng mga mag-aaral sa ika-21 siglo (Juancho,2021). Upang masolusyunan ang isyung ito, nilalayon ng pananaliksik na ito na matukoy ang bisa ng paggamit ng teknolohiya, bilang kasangkapan sa pagsusuri ng Panitikang Filipino para sa mga mag-aaral sa Ikawalong Baitang. Layunin nitong suriin kung ang podcast ay nakatutulong sa pagpapalalim ng pag-unawa at pagsusuri ng mga akdang pampanitikan gaya ng Florante at Laura.

Buod ng Pananaliksik

Pamagat ng Pananaliksik: Paggamit ng Teknolohiya sa Pagsusuri ng Panitikang Filipino sa Pamamagitan ng Podcast para sa Ikawalong Baitang

Pananaliksik na isinagawa ni: Arlene R. Sanchez

Panahon: Pebrero – Abril 2024

Metodolohiya

Mga Kalahok: Ang mga kalahok ay binubuo ng 80 mag-aaral sa Baitang 8 mula sa Virginia Ramirez-Cruz National High School sa Siling Bata, Pandi, Bulacan. Nahati sila sa eksperimental na grupo (40 mag-aaral na gumamit ng podcast) at kontrol na grupo (40 mag-aaral na gumamit ng tradisyonal na pamamaraan).

Disenyo: Gamit ang kombinasyon ng quasi-experimental at descriptive na disenyo, sinuri ang epekto ng podcast sa akademikong pagganap at pananaw ng mga mag-aaral.

Pangangalap ng Datos: Ang nakalap na datos ay sinuri gamit ang statistical tools gaya ng mean, percentage at t-test upang masukat ang pagkakaiba sa resulta ng pre-test at post-test. Ang mga kwalitatibong datos naman mula sa open-ended na bahagi ng survey at mga replektibong sagot ay isinaayos sa tematikong pagsusuri.

Resulta: Batay sa resulta, napatunayang mas naging aktibo, interesado, at may mas malalim na pag-unawa ang mga mag-aaral sa mga akdang pampanitikan matapos gamitin ang podcast. Lumitaw rin sa pananaw ng mga mag-aaral na ang podcast ay nakadagdag ng motibasyon, aliw, at malinaw na pagtalakay sa mga aralin.

Implikasyon: Inirerekomenda na isama ng mga guro ang paggamit ng podcast sa mga aralin sa panitikan upang mapataas ang pakikilahok at pag-unawa ng mga mag-aaral.

Kongklusyon: Samakatuwid, epektibong midyum ang podcast sa pagtuturo ng Panitikang Filipino, lalo na sa pagsusuri ng masalimuot na akda gaya ng Florante at Laura.

Para sa karagdagang detalye tungkol sa pananaliksik, makipag-ugnayan kay Arlene R. Sanchez, Virginia Ramirez-Cruz National High School, Siling Bata, Pandi, Bulacan, Pandi North District, at arlene.romero002@deped.gov.ph

Pagtukoy at Adaptasyon ng mga Epektibong Estratehiya ng mga Guro sa Pagtuturo ng Panitikan sa Filipino

Introduction: Ang pagtuturo ng panitikan sa asignaturang Filipino ay patuloy na humaharap sa iba't ibang hamon, kabilang ang kakulangan sa interes ng mga mag-aaral at ang pangangailangan ng mas angkop at makabagong estratehiya sa pagtuturo. Bilang tugon dito, isinagawa ang pananaliksik na ito upang matukoy, mailarawan, at makalikom ng mga epektibong estratehiyang ginagamit ng mga guro sa pagtuturo ng panitikan sa Filipino. Layunin din ng pag-aaral na makabuo ng isang sistematikong gabay na maaaring magsilbing sanggunian ng mga guro sa pagpili at paggamit ng mabisang estratehiya sa loob ng silid-aralan sa Parada National High School, Schools Division of Bulacan.

Research Overview

Study Title: Pagtukoy at Adaptasyon ng mga Epektibong Estratehiya ng mga Guro sa Pagtuturo ng Panitikan sa Filipino

Research Conducted By: Merlita J. Santiago, Nathaniel Q. Rosales

Duration: Disyembre –Abril 2025

Methodology

Sample Size: Ang pag-aaral ay kinasangkutan ng walong (8) guro sa Filipino mula sa Parada National High School. Pinili ang mga kalahok sa pamamagitan ng purposive sampling, batay sa kanilang aktibong pagtuturo ng panitikan sa asignaturang Filipino.

Design: Ang ginamit sa pag-aaral na ito ay exploratory research design, na nakatuon sa paglalarawan at pagsusuri ng mga karanasan, pananaw, at estratehiya ng mga guro sa pagtuturo ng Panitikan sa Filipino.

Data Collection: Gumamit ng gabay na tanong sa panayam ang pag-aaral upang makalap ang datos mula sa mga guro.

Key Findings: Ang booklet ay naglalaman ng mga paksa, estratehiya, at piling mungkahi at karanasan ng mga guro. Ito ay inilathala gamit ang WordPress, isang online platform na nagbibigay-daan sa madaling pagdisenyo at publikasyon ng nilalaman.

Implications: Makatutulong ang mga nalikom na mga estratehiya sa WordPress sa pagpapataas ng interes at pag-unawa ng mga mag-aaral at magsisilbing praktikal na gabay ng mga guro sa Filipino.

Conclusion: Ang paggamit ng estratehiyang batay sa konteksto at mapanlikha sa pagtuturo ng Panitikang Filipino ay epektibong nagpapahusay sa pag-unawa at partisipasyon ng mga mag-aaral, na sumusuporta sa mas malawak na integrasyon.

For further details on the study, contact Merlita J. Santiago, Nathaniel Q. Rosales, Parada National High School, Santa Maria East District, at merlita.santiago001@deped.gov.ph, nathaniel.rosales@deped.gov.ph and 09163227700.

Research Brief: Isang Masusing Pag-aaral sa Matatag na Dulog- Lapit ng mga guro sa Filipino sa pagharap sa Transisyong Mundo sa Larang Pang-Akademiks

Introduction: Ang isang tunay na tagapagturo ay naghahatid ng kaalaman at nanghihiikayat para sa kanyang mga tinuturuan na tuklasin ng mga ito ang mga natatago pa nilang abilidad sa pag-iisip at paggamit ng mga makabagong dulong-lapit tungo sa isang matagumpay na pagpapanday ng mga kaalaman sa kanyang mga mag-aaral. May malaking gampanin ang guro sa pagbuo ng isang bansa at ito ay sa pamamagitan ng pagkakaroon ng dekalidad na mga guro, ang Pilipinas ay may kakayanang makalinang ng mga mag-aaral na holistik na puno ng mga pagpapahalaga at may kasanayan ng ika- 21 siglo na kayang isulong ang bansa sa pag-unlad nito.

Research Overview:

□ **Study Title:** Isang Masusing Pag-aaral sa Matatag na Dulog- Lapit ng mga guro sa Filipino sa pagharap sa Transisyong Mundo sa Larang Pang-Akademiks

Research Conducted By: Naneth C. Policarpio/Jenyfer H. Guballa

Duration: January – February 2025

Methodology

Sample Size: Gumamit ang mga mananaliksik ng *Purposive sampling* sa pagpili ng kanilang kalahok sa pag-aaral, kung saan ang layunin nito ay pumili lamang ng partikular na bilang ng kalahok na magiging sentro ng pag-aaral, dalubhasa sa asignatura o medyor ng Filipino na maalam sa iba't ibang dulong-lapit sa Filipino, may edad 20- 60 taon na batayan sa pagiging makaranasang guro, may 5 taon o higit pa na nagtuturo ng asignaturang Filipino.

Design: Ang pag-aaral na ito ay gumamit ng penomenolohikal na uri ng kwalitatibong pananaliksik upang makalap ang mga impormasyon.

Data Collection: Sa proseso ng pangangalap ng mga datos, ebalwasyon at pagbibigay ng interpretasyon sa kwalitatibong datos.

Key Findings: Ang pagiging guro ay nagtataglay ng pag-uugaling maparaan, masigasig at matiyagang mananaliksik ng mga iba't iba pang matatag na dulong-lapit na magagamit ng mga guro sa kanilang pagtuturo. Ang masusing paggabay at pagsasagawa ng mga kolaboratibo, differentiated instructions at pag-follow-ups gamit ang HOTs bilang aktibidad ay maituturing na may malaking kapakinabangan sa pagpapaunlad ng mga kaalaman.

Conclusion: Ang paniwalang anumang dulong-lapit sa pagtuturo at pagkatuto ng mga mag-aaral ay kapwa nakaangkla sa isa't isa. Ideolohiya itong matibay na pundasyon para palaging tugunan ang pangangailangan lalo pa at ang ginagalawan natin ay isang mabilis- progresibong transisyunal na mundo.

For further details on the study, contact : Naneth C. Policarpio/ Jenyfer H. Guballa of Pulong Buhangin National High School Km. 38 Pulong Buhangin Santa Maria Bulacan.

Virtual Manipulative Towards Improving Grade 1 Learners' Reading with Comprehension Skills

Introduction: This research examined the effectiveness of virtual manipulatives as an instructional strategy to improve the reading with comprehension skills of Grade 1 learners. It compared technology-based instruction with traditional print-based approaches in an early literacy setting.

Research Overview

Study Title: Virtual Manipulative Towards Improving Grade 1 Learners' Reading with Comprehension Skills

Research Conducted by: Jeriel S. Hipolito, Arianne Andrea A. Magpayo, and Analiza V. Santos

Duration: August 2024 – January 2025

Methodology

Sample Size: 60 Grade 1 learners identified as Low Emerging Readers based on the Comprehensive Rapid Literacy Assessment (CRLA), randomly assigned to control and experimental groups

Design: Quantitative research using a true experimental research design

Data Collection: Researcher-made pre-tests and post-tests in reading and comprehension, Learning Activity Sheets, and CRLA results

Key Findings: Both the print-based and virtual manipulative approaches significantly improved the reading and comprehension skills of Grade 1 learners. In addition, no significant difference was found between groups in post-test reading skills. Lastly, a significant difference was found in comprehension skills, with learners exposed to virtual manipulatives performing better than those who used print-based materials.

Implications: The findings support the integration of virtual manipulatives as an effective intervention for improving comprehension among early grade learners. Schools may use the results to strengthen literacy programs, enhance technology-supported instruction, and inform policy decisions related to digital learning tools, teacher training, and classroom-based PPAs focused on early literacy development.

Conclusion: Virtual manipulatives are as effective as traditional print-based methods in improving reading skills and are more effective in enhancing comprehension among Grade 1 learners. Their use offers a promising, engaging, and developmentally appropriate strategy for strengthening early literacy instruction.

For further details on the study, contact **Jeriel S. Hipolito**, Balagtas Central School, Balagtas District, at 09215796581 or jeriel.hipolito@deped.gov.ph

Phonotune: Improving the Reading Skills through Phonological Fluency Intervention of Grade 1 Learners

Introduction: This study examined the effectiveness of Phonotune, an interactive reading intervention by emphasizing the value of phonological awareness, phonemic awareness, and fluency development to enhance the reading skills of Grade 1 learners at Santol Elementary School. The intervention aimed to improve learners' phonological and phonemic awareness.

Research Overview

Study Title: Phonotune: Improving the Reading Skills through Phonological Fluency Intervention of Grade 1 Learners

Research Conducted by: Kamal Deep K. Cinco

Duration: The study was conducted during the Fourth Grading Period of School Year 2024–2025 (February 4 – March 28, 2024)

Methodology

Sample Size: 32 Grade 1 learners

Design: Quasi-experimental pre-test-post-test design with control and experimental groups

Data Collection: Teacher-made Early Grade Reading Assessment (EGRA) both pre-and post-test and parents interviews.

Key Findings: The findings of the post-test and the use of Phonotune indicated that the reading proficiency of the first-graders in both the experimental and controls groups had increased. Based on the results of their EGRA post-test, the experimental group, which used the Phonotune intervention, observed a greater increase in first graders' reading performance compared to the controlled group, which noticed a moderate increase in reading skills when the traditional teaching method was used.

Implications: The results suggest that auditory and interactive elements aid in the development in the development of fundamental phonological abilities in observable gains in accuracy, speed, and confidence. Phonotune can effectively support struggling readers and maybe integrated into school-wide reading programs. The study also highlights the importance of phonological awareness and fluency in improving literacy outcomes.

Conclusion: Phonotune proved to be an effective, entertaining and encouraging tool that improves the reading skills of Grade 1 learners, particularly among struggling readers. Its auditory and interactive elements aid in the development in the development of fundamental phonological abilities.

For further details of the study, contact Kamal Deep K. Cinco of Santol Elementary School, kamaldeep.cinco@deped.gov.ph

Effectiveness of Project AMOR on the Reading Performance of Selected Grade Pupils

Introduction: The low reading performance of Filipino learners shown in national and international assessments such as PISA and EGRA highlights the need for effective early reading interventions. Many Grade 1 pupils struggle with basic reading skills such as accuracy, fluency, and comprehension, which affects their overall academic performance. To address this concern, the researchers developed and evaluated Project AMOR (Active Mastery through Oral Reading) to improve the reading performance of Grade 1 pupils at Northville VI Elementary School, Schools Division of Bulacan.

Research Overview

Study Title: Effectiveness of Project AMOR on the Reading Performance of Selected Grade 1 Pupils

Research Conducted By: Amor Mia A. Cadag, Rodelissa L. Ortega, Mary Jean P. Ambojot

Duration: September 2024 – April 2025

Methodology

Sample Size: The study involved 60 Grade 1 pupils from two sections (Apple and Orange) at Northville VI Elementary School. Pupils were selected through purposive sampling based on their Early Grade Reading Assessment (EGRA) results.

Design: The study used a quasi-experimental research design with a pretest-posttest control group.

Data Collection: Project AMOR instructional materials were developed and implemented for the experimental group, while the control group received traditional reading instruction. Reading performance was measured using EGRA pretests and posttests. Survey questionnaires and interviews were conducted to gather feedback from pupils, parents, and teachers.

Key Findings: Overall, Project AMOR proved to be an effective and well-accepted intervention that significantly enhanced pupils' reading skills and engagement compared with traditional instruction.

Implications: Project AMOR is an effective reading intervention that helps develop foundational reading skills among Grade 1 pupils. Its interactive and learner-centered approach can be used as a replicable model for improving early literacy in public elementary schools.

Conclusion: Project AMOR effectively enhanced the reading performance of selected Grade 1 pupils by promoting engagement, comprehension, and the development of a positive early grade reading culture.

For further details on the study, contact Amor Mia A. Cadag, Northville VI Elementary School, Balagtas Bulacan, at amormia.amo@deped.gov.ph and 09066261646

Effectiveness of Catch Me Read Me Booklet in Teaching Basic Reading In English Among Grade I Learners in The New Normal

Introduction: The reading difficulty among elementary learners based on the pre-reading assessment conducted shows that there is a need to help the learners improve their reading performance. To address this concern, the researcher aim to develop and evaluate the effectiveness of Catch Me Read Me Booklet among Grade 1 Learners in the New Normal at Sto. Nino Elementary School, Pandi South District, Schools Division of Bulacan.

Research Overview

Study Title: Effectiveness Of Catch Me Read Me Booklet in Teaching Basic Reading In English Among Grade I Learners in The New Normal

Research Conducted By: Flordeliza P. Padilla

Duration: December 2024 – March 2025

Methodology

Sample Size: The study involved 25 Grade 1 learners (14 male ,11 female) from Grade 1 Matiyaga at Sto. Nino Elementary School, Sto. Nino Pandi Bulacan selected based on Pre-CRLA result.

Design: Quantitative research using a one-group pretest-posttest design.

Data Collection: Reading materials were developed and validated using the LRMDs tool. Learners' performance was assessed through pre- and post CRLA Assessment . Paired samples t-tests analyzed the effectiveness of the intervention.

Key Findings: The results reveal a significant improvement in the reading performance in terms of word recognition before and after the implementation of innovative material Catch Me, Read Me Booklet, as evidence by a posttest results.

Implications: Catch Me, Read Me Booklet effectively develop the basic reading performance among struggling readers in English.

Conclusion: Catch Me, Read Me Booklet significantly improve Grade 1 learners' reading performance in English.

For further details on the study, contact Flordeliza P. Padilla, Sto. Nino Elementary School, Pandi

South District, at flordeliza.padilla@deped.gov.ph and 09562501094.

INTERACTIVE GAMES: A Means to Improve Familiar Word Reading Skills of Grade 1 Learners

Introduction: This classroom-based action research explored how interactive games can help improve the familiar word reading skills of Grade 1 learners at Frances Elementary School for SY 2024–2025. The intervention was designed in response to the continuing reading challenges among Filipino learners, reflected in the low PISA performance in 2018 and 2022. EGRA results also showed that many Grade 1–Malinis pupils struggled with reading familiar words, highlighting the need for immediate and targeted support.

Research Overview

Study Title: INTERACTIVE GAMES: A Means to Improve Familiar Word Reading Skills of Grade 1 Learners

Research Conducted By: Angelita M. Macapagal, Maricris S. Tarroza, Wilfred Joy F. Diago

Duration: January – February 2025

Methodology

Sample Size: The study involved 22 Grade 1 learners (8 male, 14 female) from I-Malinis at Frances Elementary School in Barangay Frances, Calumpit, Bulacan. They were deliberately selected to ensure heterogeneity in terms of age, gender, and socio-economic background.

Design: The learners were categorized into two groups: an experimental group and a control group, each consisting of eleven (11) learners.

Data Collection: To gather the necessary information for the study, the researchers used instruments that aimed to understand and support the reading development of young learners.

Key Findings: The results indicate that the interactive game-based activities truly helped boost the learners' reading performance. Those in the Experimental Group showed clear progress, moving up to 20–50 CWPM, with six children even reaching the top score of 50 CWPM.

Implications: Intervention shows that a playful, game-based setting can help reading feel less intimidating and more enjoyable, leading to stronger and more independent young readers. Children learn best when they are having fun and actively engaged.

Conclusion: The results of this study demonstrate that interactive game-based activities can greatly improve grade one familiar word reading abilities.

For further details on the study, contact Angelita M. Macapagal, Frances Elementary School, Calumpit North District, at angelita.macapagal@deped.gov.ph.

Literacy Strategies: Basis for the Development of Practical Guidebook for Reading Instructions

The huge percentage of full refresher and frustration readers in Sta. Maria Central urged the researchers to investigate the factors, and found out through survey that teachers are not all specialized in teaching reading, while the trainings and seminars about reading strategies are commonly offered only to primary teachers, in which, not all teachers are given chances to undergo such trainings. As a result, a non-reading teacher might not have the necessary skills to provide strategic reading intervention. To address this concern, researchers decided to develop an appropriate Guide Book of teaching strategies the teachers may use to improve the reading proficiency of frustration readers in Sta. Maria Central District, Schools Division of Bulacan.

Research Overview

Study Title: Literacy Strategies: Basis for the Development of Practical Guidebook for Reading Instructions

Research Conducted By: Cecilia P. Buenaventura, EdD and ARCHIELYN A. Semanero, PhD

Duration: January-March 2025

Sample Size: Using the purposive sampling, the study was conducted among the 181 key stage 1 teachers of 13 elementary schools in Sta. Maria Central.

Design: Explanatory Sequential Mixed method research design was employed in this study whereby the researchers collected and analyzed both quantitative and qualitative in the same study.

Data Collection: Researchers employed a survey via google forms to describe the strategies employed by the teachers in teaching reading and conducted interview to find out the challenges they encounter in teaching reading.

Key Findings: The results indicated that teachers have poor practice in utilizing different theories of reading and variety of reading strategies suited for every full refresher reader while they encounter challenges such as learners' different learning style, poor motivation and poor foundation of in decoding (Phonics).

Implications: The results implied that the guidebook is an effective tool to guide the teachers in teaching reading, thus, can be reproduced for the entire district for key stage 2 frustration readers

Conclusion: Key stage 1 teachers have high instructional needs in terms of innovation in teaching reading and tailoring instructions while the LRMSD High evaluation of the guidebook means that this is a potential tool to support learning.

For further details on the study, contact Cecilia P. Buenaventura and Archielyn A. Semanero, Sta. Maria Central District, archielyn.semanero@deped.gov.ph and 09322537823.

Parental Involvement and the Reading Proficiency of Grade 2 Learners: A Basis for School Reading Remediation Program

Introduction: Early reading proficiency is a critical foundation for a child's academic success and lifelong learning. At the primary level, particularly in Grade 2, learners are expected to transition from learning to read toward reading to learn. However, recent assessments reveal that many Filipino learners continue to struggle with basic reading skills. Schools, therefore, are increasingly looking beyond classroom instruction and recognizing the importance of parental involvement as a key support mechanism in strengthening children's literacy development. This study explores how parental involvement relates to the reading proficiency of Grade 2 learners and serves as a basis for designing a school-based reading remediation program.

Research Overview

Study Title: Parental Involvement and the Reading Proficiency of Grade 2 Learners: A Basis for School Reading Remediation Program

Research Conducted By: Meileen Joy L. Abad, MAEd

Duration: School Year 2024-2025

Methodology

Sample Size: The respondents consisted of 23 Grade 2 learners and their 23 parents from San Agustin Elementary School, Hagonoy East District.

Design: A cross-sectional descriptive approach was used to measure parental involvement, while a paired comparison design assessed changes in reading proficiency before and after the program implementation.

Data Collection: Data were gathered using a validated parental involvement survey questionnaire and the Comprehensive Rapid Literacy Assessment (CRLA) in Filipino administered as pretest and posttest.

Key Findings: Results revealed that parental involvement was generally at a "sometimes" level and that learners' initial reading proficiency was low. While no significant relationship was found between parental involvement and reading proficiency, a significant improvement in learners' reading levels was observed after the implementation of the remediation program.

Implications: The findings highlight the importance of structured school-based reading programs and the need to strengthen parental support through guided involvement strategies.

Conclusion: Although parental involvement alone did not show a direct statistical relationship with reading proficiency, the success of the remediation program underscores its vital role as a complementary factor in improving early literacy among Grade 2 learners.

Correspondence concerning this study should be addressed to Meileen Joy L. Abad, San Agustin Elementary School, Hagonoy East District, email at meileenjoy.abad@deped.gov.ph and mobile number 09684633059.

The Wonders of Using Project PAUL – Picking Arts in Uplifting Literacy Materials for Grade 3 Learners: A Creative Strategic Approach Towards Meaningful Learning in Reading.

Introduction: The study examined the effectiveness of Project PAUL, an arts-integrated literacy intervention designed to improve the reading and comprehension skills of Grade 3 learners. Using localized and creative instructional materials, the project enhanced learner engagement, motivation, and literacy performance while supporting teachers with innovative, context-based strategies. The findings highlighted the value of arts-based and contextualized instruction in achieving meaningful and lasting literacy improvements in primary education.

Research Overview

Study Title: The Wonders of Using Project PAUL – Picking Arts in Uplifting Literacy Materials for Grade 3 Learners: A Creative Strategic Approach Towards Meaningful Learning in Reading.

Research Conducted By: Dyliamen L. Dy and Jeniffer V. Labtic

Duration: February to April 2025

Methodology

Sample Size: 14 randomly selected learners out of 27 grade 3 learners.

Design: quasi-experimental, pretest-posttest control-group design.

Data Collection: Reading literacy pretest and posttest.

Key Findings: The results showed improved academic performance and literacy among Grade 3 learners, confirming the effectiveness of Project PAUL's arts-integrated approach. Despite challenges, remedial instruction succeeded through strong collaboration and commitment, leading to better English comprehension.

Implications: Project PAUL is a 30-day, arts-integrated literacy program using localized stories and a scaffolded approach to improve Grade 3 learners' reading and comprehension skills. The structured implementation led to significant gains in academic performance, as shown by post-test and MCRLA results, supported by effective remedial classes and strong collaboration among teachers, learners, and parents. It highlights the value of innovative, arts-integrated, and well-structured educational practices in improving learning outcomes. Project PAUL shows that effective PPAs can address literacy gaps, enhance engagement, and serve as a model for future basic education initiatives.

Conclusion: The study concluded that Project PAUL effectively improved the academic performance and literacy levels of Grade 3 learners, as shown by higher post-test and MCRLA results. Remedial classes proved successful in teaching reading despite challenges such as heat index interruptions, with strong commitment, communication, and cooperation among teachers, learners, and parents contributing to the program's success. Additionally, the integration of arts into English instruction enhanced learners' comprehension, highlighting the value of creative approaches in literacy development.

For further details on the study, contact Ms. Dyliamen L. Dy (dyliamen.dy@deped.gov.ph), Jeniffer V. Labtic (jeniffer.labtic@deped.gov.ph) or Dalig Elementary School (104731@deped.gov.ph)

Improving Grade 2 Learners` Skills in Reading Consonant-Vowel-Consonant (CVC) Words Through the Fuller Approach - Based Learning Activity Sheets (LAS)

Introduction: Reading was one of the essential foundations in early childhood education. It was already a tradition that a learner must learned and know how to read and write starting from Grade 1 to Grade 3, but some teachers and learners seem to have some trouble which affects the literacy rate of a particular region or country. This was the reason why the study conducted by improving the reading skills of consonant-vowel-consonant (CVC) words. The improvement of the reading ability focused on contextualizing the Fuller Approach - Based Learning Activity Sheets, to fit the needs of the target learners.

Research Overview

Study Title: Improving Grade 2 Learners` Skills in Reading Consonant-Vowel-Consonant (CVC) Words Through the Fuller Approach-Based Learning Activity Sheets (LAS)

Research Conducted By: Mirasol R. Victoria, Maria Solita B. Polintan & Vilma DC. San Diego

Duration: February - March 2024

Methodology

Sample Size: The study involved 30 Grade 2 learners from 5 sections of Grade 2 in Tumana Elementary School in Barangay Tumana, Santa Maria Bulacan, selected using purposive sampling based on Pre-Reading assessment conducted by the researchers.

Design: The study adopted a mixed methods research a combination of qualitative and quantitative method.

Data Collection: To collect the data for this study, both quantitative and qualitative methodologies were applied.

Key Findings: Descriptive statistics and a paired sample t-test were used to investigate the outcomes of pre- and post-reading assessments. With a mean percentage level (MPL) of 25% in the pre-assessment and 86.17% in the post-assessment—a gain of 61.17 percentage points—the results showed a notable improvement in the reading proficiency of the learners.

Implications: Fuller Approach-Based LAS successfully enhanced Grade 2 learners' CVC reading abilities and fostered a more stimulating learning environment. The study suggests that learner-centered and organized LAS be used and developed further to improve early literacy instruction in primary school.

Conclusion: The significant improvement in learners' reading performance from pre- to post-assessment suggests that the intervention not only addressed their initial challenges, but also promoted improved fluency and comprehension.

For further details on the study, contact Maria Solita B. Polintan, Tumana Elementary School, Sta. Maria East District, at maria.polintan003@deped.gov.ph.

Improving Grade 2 Learners' Reading Skills Through ELPAR

Introduction: This study aims to develop Grade 2 reading skills through ELPAR. By offering distinct instructional phases, the Engage, Learn, Practice, Apply, and Review (ELPAR) learning material is a methodical strategy intended to improve learning. . By integrating this approach into reading instruction, the research aims to identify its impact on key areas such as fluency, comprehension, and vocabulary acquisition.

Research Overview

Study Title: Improving Grade 2 Learners' Reading Skills Through ELPAR

Research Conducted By: Charito S. Adriano and Margarita B. Santos

Duration: February 2025 - June 2025

Methodology

Sample Size: This study dealt with 28 Grade 2 learners' of striving in reading Skills of 9 grade 2- Gold and 19 Grade 2-Orange of Tabing Bakod Elementary School, Sto. Tomas, Santa Maria, Bulacan. Selected using EGRA pre-assessment scores.

Design: This study utilized through qualitative approach and quantitative approach.

Data Collection: ELPAR learning materials were developed and utilized to striving pupils which was validated by school LRMDs team. On the other hand, the qualitative responses of informants will be collected through the use of interview guide questionnaires. The researchers will invite 5 randomly chosen informants for a focus group discussion.

Key Findings: The findings indicated that the learners exhibit difficulties in reading skills that result to poor comprehension, fluency and vocabulary. This difficulties hindered their over all reading skills. Furthermore, the proposed intervention is the utilization of ELPAR learning material to improve the reading skills of the Grade 2 learners.

Implications: This study's finding have significant implications for reading skills of Grade 2 learners. recognizing the different ways in which learners engage with content based on their backgrounds, ELPAR learning material may be more relevant and relatable, thereby improving reading skills and engagement.

Conclusion: The conclusion was based on the data presented and findings of the study. The implementation of ELPAR and actual used of ELPAR plays a greater impact on the pupils reading comprehension level. This is in accordance to the result of pre- test and post-test wherein out of 28 respondents 27 pupils increased their level after taking the post-test.

For further details on the study, contact Charito S. Adriano, Margarita B. Santos
09228967532 or 0968462d9604 Sta. Maria East District
Email: charito.adriano001@deped.gov.ph or margarita.santos@deped.gov.ph

Utilization of Roll, Sound, and Read Board Games to Improve the Decoding Skills of Grade 2 Learners

Introduction: This research focuses on the utilization of “Roll, Sound, and Read Board Games” manipulatives to enhance Grade 2 learners’ mastery of decoding skills in reading. The researchers assert that mastery in decoding skills is a foundational skill and a crucial springboard for overall literacy development.

Research Overview

Study Title: Utilization of Roll, Sound, and Read Board Games to Improve the Decoding Skills

of Grade 2 Learners

Research Conducted By: Aiza D. Perez, Marilyn DL. Polintan, and Melvin S. Santos

Duration: September 2024 – February 2025

Methodology

Sample Size: The study included 19 Grade 2 learners at San Pedro Elementary School, during the School Year 2024-2025.

Design: The study employed a quasi-experimental design, specifically the one group-pre-test and post-test. This involved describing learners' decoding skills in reading and application of before and after the intervention.

Data Collection: Data were collected via pretest and posttest to assess learners’ decoding skills in

reading. Additionally, researchers used survey questionnaires to collect quantitative data regarding the impact of the intervention on the participants

Key Findings: The utilization of Roll, Sound, and Read Board Games significantly improved the decoding skills of Grade 2 learners, as evidenced by higher posttest scores compared to pre-test results. Furthermore, respondent perceptions indicated that the intervention was very effective in boosting the decoding skills of the pupils.

Implications: The significant improvement of learners’ decoding skills suggests that these manipulatives are highly effective instructional tools. This supports the integration of interactive activities into Grade 2 Reading exercises to enhance reading skills. The positive feedback from parents/guardians further reinforces the effectiveness of the intervention and its potential for broader implementation.

Conclusion: The implementation of Roll, Sound, and Read Board Games is an effective instructional strategy for enhancing the decoding skills of Grade 2 learners. This intervention is highly effective as perceived by both learners and parents.

For further details on the study, contact Melvin S. Santos, San Pedro Elementary School, Bustos District, at melvin.santos001@deped.gov.ph and 0932341.

Catch-Up Friday Differentiated Learning Activities to Enhance Learners' Reading Ability in Grade Two

Introduction: Reading proficiency is a key foundation for learners' academic success, especially in the early grades where children transition from learning to read toward reading to learn. In Grade 2, this shift becomes more pronounced, yet many learners struggle to meet the expected reading standards due to varying learning gaps, readiness levels, and learning styles. Recognizing these challenges, the researcher implemented targeted interventions through Catch-Up Fridays to help bridge these gaps. This study examined the effectiveness of differentiated learning activities designed to improve learners' reading abilities.

Research Overview

Study Title: Catch-up Friday Differentiated Learning Activities to Enhance Learners' Reading Ability in Grade Two

Research Conducted by: Maria Glynis M. Sunga

Duration: September 2024 - February 2025

Methodology

Sample Size: The respondents consisted of thirty-two Grade 2 learners of F. Mendoza Memorial Elementary School which were divided into 2 groups with 16 students each.

Design: This study employed a quasi-experimental design involving a control and experimental group.

Data Collection: Data were gathered through pre- and post-assessments to determine the learners' reading performance prior to and following the implementation of the study.

Key Findings: The study found that the differentiated learning activities used during Catch-Up Fridays significantly improved the reading abilities of Grade 2 learners. The validated, leveled laminated materials effectively addressed individual learning needs, leading to increased engagement, confidence, and participation in reading tasks.

Implications: The findings suggest that implementing differentiated learning activities can be a highly effective approach for addressing diverse reading needs in early-grade classrooms. Schools may consider adopting or strengthening programs like Catch-Up Fridays to provide structured, targeted support for struggling readers.

Conclusion: By using validated, level-appropriate reading materials aligned with learners' EGRA classifications, the intervention successfully addressed individual needs, improved reading performance, and reduced learning gaps.

For further details on the study, contact Maria Glynis M. Sunga, F. Mendoza Memorial Elementary School, Calumpit North District, at mariaglynis.sunga@deped.gov.ph and 09685053555.

Vilis (Visual Literacy Strategy) on Learners' Reading Skills

Introduction: Reading proficiency is a fundamental skill that underpins academic success and lifelong learning. At Palapala Elementary School, Grade 2 pupils exhibited low reading performance, necessitating targeted interventions. This study explored the effectiveness of the Visual Literacy Strategy (VILIS)—a structured approach using flashcards, video presentations and an infinity cube—integrated into Filipino lessons to enhance decoding and overall reading skills.

Research Overview

Study Title: Vilis (Visual Literacy Strategy) on Learners' Reading Skills

Research Conducted by: Cherry Ann C. Santos and Camille D. Sanguyo

Duration: December 2024 to February 2025 (Third Quarter)

Methodology

Sample Size: Participants are Grade 2 pupils from Palapala Elementary School. The control group (traditional instruction) and experimental group (VILIS intervention)

Duration: Four weeks during the Third Quarter of SY 2024–2025

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 pretest and posttest to evaluate decoding and reading proficiency of Grade 2 pupils. VILIS implemented in Filipino lessons (flashcards, video presentations, infinity cube). Post-test administered after four weeks.

Key Findings: Pupils in the experimental group showed notable improvement in decoding and reading proficiency compared to the control group. There was a significant difference between pre-test and post-test scores, confirming the effectiveness of VILIS. Learners were more engaged and motivated when activities were enjoyable and interactive.

Implications: VILIS provides an engaging, multisensory approach that strengthens decoding and fluency. Teachers incorporating visual literacy strategies into lessons can enhance motivation and improve reading outcomes.

Conclusions: The study confirmed that the Visual Literacy Strategy (VILIS)—through flashcards, video presentations and the infinity cube—was effective in improving the decoding and reading proficiency of Grade 2 pupils at Palapala Elementary School.

For more information: For further details on the study, contact Cherry Ann C. Santos and Camille D. Sanguyo, Palapala Elementary School and cherryann.santos@deped.gov.ph and camille.sanguyo@deped.gov.ph.

Project Marylodic: Unraveling the Synergy of Letter Sound Knowledge and Initial Sound Identification in Early Language Acquisition

Introduction: The goal of this study is to examine the reading skills of Grade 3 learners and identify the impact of the letter sound knowledge and initial sound identification as a teaching strategy that would contribute to providing an effective solution to the difficulties encountered among struggling readers. The strategy / innovation that the researcher provided is Project Marylodic , This innovation helped the learners to learn and identify the phonemic words thru reading with the help of recent developments in learning technology such as hypermedia a combination of conventional and hypermedia that offer significant contribution that improved the delivery of learning and teaching materials to enhance reading skills of Grade 3 Learners.

Research Overview

Study Title: “Project Marylodic: Unraveling The Synergy of Letter Sound Knowledge and Initial Sound Identification in Early Language Acquisition

Research Conducted By: Mary Rose M. Celestino RN. PhD.

Duration: August 2024 – February 2025

Methodology

Sample Size: The respondents to this study are the 20 learners of Grade 3 of Timoteo Policarpio Memorial Elementary School of the elementary schools in Norzagaray, Bulacan for the School Year 2024-2025.

Design: This research was done with the Experimental Design

Data Collection: Before conducting the research, the researcher seek permission from the School Head. After, the researcher made a letter for the parents for the Grade 3 Talisay of Timoteo Policarpio Memorial Elementary School informed them that their child is part of the study.

Key Findings: The Grade 3 class had demonstrated lower pretest scores before the intervention Project MARYlodic is incorporated in reading. They achieved higher post test scores after the implementation of the Project Marylodic reading materials and activities in learning the letter sound knowldledge and initial sound identification, also displaying enjoyment and fun while teaching the lesson on phonemics .

Implications: The significant improvement from pretest to posttest implies that integrating *Project Marylodic* into reading instruction effectively strengthens learners’ letter-sound knowledge and initial sound identification skills. This suggests that structured, phonemic-focused interventions can substantially enhance early literacy outcomes in Grade 3 learners.

Conclusion: The Grade 3 class had demonstrated lower pretest scores before the intervention Project MARYlodic is incorporated in reading. They achieved higher post test scores after the implementation of the Project Marylodic reading materials and activities in learning the letter sound knowldledge and initial sound identification, also displaying enjoyment and fun while teaching the lesson on phonemics.

Research Brief: Teacher's Written and Verbal Corrective Feedback on Learners' Outcome in English

Introduction: Feedback plays a vital role in the teaching and learning process because it helps students understand their strengths and areas for improvement. Corrective feedback, which focuses on addressing learners' errors, guides them toward greater accuracy and deeper understanding of the lesson. Both oral and written feedback are essential, as they provide clear and meaningful insights that help learners refine their skills. However, many classrooms still rely on simply marking answers with checks and crosses, giving students little explanation of their mistakes.

Research Overview

Study Title: Teacher's Written and Verbal Corrective Feedback on Learners' Outcome in English

Research Conducted by: Ayrel Gem Dionisio

Duration: December to February 2025

Methodology

Sample Size: The sample size of this study consisted of 72 Grade 3 learners from Malipampang Elementary School, specifically the 35 learners from Grade 3 Sugar Apple and 37 learners from Grade 3 Pineapple.

Design: The study employed a quasi-experimental design, specifically utilizing a one-group pretest-posttest approach.

Data Collection: Data collection involved administering a pretest to determine learners' initial performance level in English, followed by the implementation of teacher-written and verbal corrective feedback during instructional activities and assessments.

Key Findings: The findings showed that learners who received both written and verbal corrective feedback demonstrated improvement in their English academic performance. The corrective feedback strategies provided clearer guidance on errors and supported learners in understanding and correcting their mistakes.

Implications: The findings of the study imply that teacher-written and verbal corrective feedback can significantly enhance learners' understanding and mastery of English skills. Providing clear, meaningful, and consistent feedback helps learners recognize and correct their mistakes, promoting academic growth.

Conclusions: The improvement in learners' posttest scores demonstrates that corrective feedback is an effective instructional strategy for low-performing students.

For more information: For further details on the study, contact Ayrel Gem C. Dionisio, Malipampang Elementary School and ayrelgem.dionisio@deped.gov.ph

Enhancing Grade 3 Learners' Reading Comprehension Through LITE

Introduction: Reading comprehension is a foundational literacy skill essential for academic success and lifelong learning. However, many Grade 3 learners at Tabing Bakod Elementary School exhibited difficulties in comprehension, fluency, and motivation, as reflected in the results of the English Early Grade Reading Assessment (EGRA). These challenges highlighted the need for innovative and learner-centered instructional strategies. In response, this action research introduced LITE (Learning through Interactive Text Engagement) materials to enhance reading comprehension through interactive, visually engaging, and differentiated reading experiences.

Research Overview

Study Title: Enhancing Grade 3 Learners' Reading Comprehension Through LITE

Research Conducted By: Jennielyn D. Albino

Duration: March – May 2025

Methodology

Sample Size: The study involved 24 Grade 3 learners from the Grade 3 Saturn section of Tabing Bakod Elementary School.

Design: An action research design employing a one-group pretest–posttest approach was used to determine the effectiveness of LITE (Learning through Interactive Text Engagement) materials..

Data Collection: Teacher-made pre-tests and post-tests measured reading comprehension gains, while teacher observation notes and student survey questionnaires gathered qualitative data on learner engagement and motivation.

Key Findings: The implementation of LITE (Learning through Interactive Text Engagement) materials significantly improved the reading comprehension, motivation, and engagement of Grade 3 learners at Tabing Bakod Elementary School. Low-performing readers demonstrated the greatest gains, followed by average and high-performing learners.

Implications: The findings indicate that interactive and differentiated reading materials effectively support diverse learner needs. LITE provides teachers with a practical, learner-centered instructional strategy to enhance early literacy and offers school leaders a resource to integrate interactive reading materials into regular programs.

Conclusion: The study concluded that LITE materials significantly improved reading comprehension, motivation, and engagement across varying proficiency levels. The use of interactive texts and differentiated strategies created an inclusive learning environment, highlighting the value of learner-centered approaches in early literacy development.

For further details on the study, contact Jennielyn D. Albino, Tabing Bakod Elementary School, Sta. Maria East District, at jennielyn.albino@deped.gov.ph and 09329625025.

VOCALET: Enhancing Vocabulary and Reading Comprehension

Introduction: This classroom-based action research aimed to develop and implement an innovative instructional material called VOCALET (Vocabulary Booklet) to enhance the vocabulary and reading comprehension skills of Grade 4 learners at Benito C. Cruz Elementary School. Anchored on the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), VOCALET was designed to address the vocabulary gaps identified through the Phil-IRI pretest results, where a significant percentage of learners were classified under the frustration level.

Research Overview

□ **Study Title:** VOCALET: Enhancing Vocabulary and Reading Comprehension

Research Conducted By: Arwin C. Medrano

Duration: October 2024 – January 2025

Methodology

Sample Size: The study involved 37 Grade 4 learners from Benito C. Cruz Elementary School for the school year 2024–2025. They were grouped into 19 learners in the experimental group who received the VOCALET intervention and 18 learners in the control group who followed the regular curriculum.

Design: This study employed a Pretest-Posttest Quasi-Experimental Research Design with a control and experimental group.

Data Collection: This action research will follow three stages: Pre-Implementation, Implementation, and Post-Implementation. The Pre-Implementation phase involves the pretest and preparation of materials, the Implementation phase uses the VOCALET with formative tests, and the Post-Implementation phase administers the posttest and analyzes the data.

Key Findings: The results strongly suggest that the intervention was observed to be effective in improving vocabulary. The large difference in the mean score, combined with the higher highest and lower lowest scores, and the big increase in the MPS, all indicate a significant improvement.

Implications: The results highly confirm the effectiveness of the intervention and recommend its potential for broader application and further study to investigate its long-term effect and usability in various learning environments.

Conclusion: The findings affirm the effectiveness of VOCALET in boosting learners' vocabulary and comprehension, highlighting its potential for broader application in remedial and classroom instruction. The study recommends the integration of VOCALET into regular English instruction and its adoption across grade levels to support vocabulary enrichment and reading comprehension development.

For further details on the study, contact Arwin C. Medrano, Benito C. Cruz Elementary School, Angat District, at arwin.medrano@deped.gov.ph and 09684626044.

ICT-based Instructions for Building Vocabulary Skills of Grade 4 Learners

Introduction: BaES supports the reading programs of DepEd and to fully evaluate the reading comprehension of learners, the school conducted an oral reading test among learners. Using the Phil-IRI or Philippine Informal Reading Inventory, the results revealed that 60% or 45 out of 70 Grade 4 pupils were identified as Instructional and Frustration readers. To fall into this category means that readers encounter some unfamiliar words or concepts but can still read and understand these texts with some support or guidance from a teacher or through contextual cues.

Research Overview

Study Title: ICT-Based Instructions for Building Vocabulary Skills of Grade 4 Learners

Research Conducted By: Julie Ann M. Constantino

Duration: November 2024 – April 2025

Methodology

Sample Size: One-group pretest-posttest design will be utilized in this study. It is a type of quasi-experimental research design that is usually used to identify the effect of an intervention or treatment in a group of respondents (Allen, 2017).

Design: A developmental, pre-experimental research using a one-group pretest-posttest design.

Data Collection: The vocabulary enhancement sessions were conducted every Monday integrated in English subject schedule. Before pupils are given the developed reading material, a pretest will be conducted. Then, the utilization of the material was administered. Then, on Fridays, there were weekly assessments given to check progress. At the end of the intervention, the researcher conducted a post-test, and the results were consolidated and run through statistical treatment.

Key Findings: Statistical analysis further confirmed that the difference between pretest and posttest scores was highly significant, affirming the effectiveness of the intervention.

Implications: Contextualized comics effectively enhance vocabulary skills and motivate learners, offering a replicable model for addressing comprehension skill gaps in English education.

Conclusion: The research has demonstrated that ICT-based instruction is a powerful tool in developing students' vocabulary. By utilizing technology such as digital flashcards, online games, and audio-visual materials, students were more motivated and actively involved in their learning.

For further details on the study, contact Julie Ann M. Constantino, Bagumbayan Elementary School, Bulakan District, at julieann.constantino@deped.gov.ph and 09685051556.

Research Brief: READ (Rebuild, Engage, Assess and Develop) Method For Grade 4 Struggling Readers' Competence in Reading

Introduction: This study aims to determine the effectiveness of the READ Method in improving the fundamental reading skills of struggling Grade 4 learners at Anyatam Elementary School, focusing on difficulties in phonemes, decoding, word recognition, fluency, and vocabulary.

Research Overview

Study Title: READ (Rebuild, Engage, Assess and Develop) Method for Grade 4 Struggling Readers' Competencies in Reading

Research Conducted by: Karen Joy C. Fajardo

Duration: August – December 2024

Methodology:

Sample Size: The study focused on 56 grade 4 learners, identified as Non-readers and struggling readers based on Phil-Iri Assessment, District and School literacy assessment.

Design: This study employed the quantitative pretest-posttest experimental and control group design, a quasi-experimental approach to assess the effect of utilizing READ Method on grade 4 learners' reading performance

Data Collection: Self-made pretest and post-test assessment. Descriptive (MPS, mean, median, SD) and inferential (Wilcoxon Signed-Rank Test) statistics were also used to interpret the results.

Key Findings: The findings showed that both groups started with low reading skills, but after the READ intervention, the experimental group significantly improved to the Independent level ($M = 74.54$) with all learners achieving independence, while the control group remained mostly at instructional or frustration levels ($M = 34.29$). Statistical tests confirmed a large effect for the experimental group (0.871) compared to a medium effect for the control group (0.428), proving the strong impact of the READ method.

Implications: The READ method effectively supports struggling readers and is recommended for integration into the curriculum to improve literacy and inclusivity.

Conclusion: The study confirmed that the READ method significantly improved struggling readers' skills, recommending its integration into the classroom reading curriculum for consistent support.

For More Information: For further details on the study, contact Ms. Karen Joy C. Fajardo, Teacher I at Anyatam Elementary School – San Ildefonso North District at karenjoy.castro001@depd.gov.ph

Learning Improvement Through Further Tutoring(lift): Effect On Grade 4 Learners' Reading Proficiency Level

Introduction: This study aims to improve the reading proficiency skills of Grade 4 struggling readers at Diliman Elementary School through an intervention called **Project LIFT**. LIFT is an acronym for *Learning Improvement through Further Tutoring*, a parent-mediated intervention program. With proper coaching and guidance from teachers, parents' willingness to actively participate in the educational process can significantly support children who are at risk of academic failure. As supported by the study of Kim and Hill (2019), well-implemented parental involvement strategies enhance student achievement, confirming the continued relevance and effectiveness of this approach.

Research Overview

Study Title: Learning Improvement Through Further Tutoring(LIFT): Effect on Grade 4 Learners Reading Proficiency Level

Research Conducted By: Rochelle I. Espino

Duration: Academic Year 2024 – 2025

Methodology

Sample Size: The study involved 16 grade four pupils of Diliman Elementary School identified as having low reading proficiency through the Phil-IRI Test

Design: Mixed Method Quasi-experimental (one-group pretest-posttest) + Qualitative interviews.

Data Collection: Learners' performance was assessed using pre-test and post-test measures. Thematic analysis was employed to analyze the insights and experiences of parents who served as reading tutors during the implementation of LIFT.

Key Findings: The results showed a clear improvement in the reading proficiency of Grade 4 struggling readers after the implementation of LIFT. This confirms that LIFT had a positive effect on students' reading performance. Qualitative findings also revealed that parents observed improvements in their children's reading skills, confidence, and interest in reading.

Implications: The findings suggest that parent-mediated reading interventions can effectively improve learners' reading proficiency. The study highlights the importance of strong school-home collaboration, especially in supporting struggling readers in low-resource settings.

Conclusion: LIFT is an effective intervention for improving the reading proficiency of Grade 4 struggling readers at Diliman Elementary School. The significant improvement in post-test scores and positive parental insights confirm that meaningful parental involvement plays an important role in enhancing children's reading skills.

For further details on the study, contact Rochelle I. Espino, Diliman Elementary School, San Rafael West District, at rochelle.idago001@deped.gov.ph

Project DRRT: Improving the Learners' Reading Levels and Comprehension in English 4

Introduction: The Philippines ranked 77th out of 81 countries in the OECD PISA assessment, showing low math and reading scores, prompting DepEd to boost reading programs like Catch-Up Fridays under the MATATAG Education Agenda. Post-pandemic tests revealed many learners, including Grade IV pupils at Pasong Inchik Elementary, still struggle with reading at frustration levels, highlighting the need for targeted support.

Research Overview

Study Title: Project DRRT: Improving the Learners' Reading Levels and Comprehension in English 4

Research Conducted By: Renalyn D. Torres / Jasmin G. Escalona

Duration: August – December 2024

Methodology

Sample Size: Purposive sampling selected 31 Grade 4 learners from Section A. Bonifacio with the lowest PHIL-IRI reading scores.

Design: Fifteen of 31 Grade 4 pupils were randomly chosen to compare their pre- and post-intervention performance with a control group using a true experimental design.

Data Collection: The study first assessed learners' reading skills, introduced 15 students to the DRRT method, and validated tools before implementing the method while monitoring engagement and progress.

Key Findings: The pretest results showed similar scores for the Control (9.40) and Experimental (10.67) groups, with no significant difference ($p = 0.4038$). In the posttest, the Experimental group scored higher (14.20) than the Control group (9.40), showing a significant difference ($p = 0.00042$).

Implications: Project DRRT significantly enhanced Grade IV learners' reading abilities, particularly in decoding and comprehension. This improvement highlights its positive impact on students' literacy development.

Conclusion: Project DRRT effectively improved the reading skills of Grade IV learners, especially in decoding and comprehension, as shown by the significant gains in the Experimental group.

For further details on the study, contact Renalyn D Torres, Pasong Inchik Elementary School, San Rafael West District, at renalyn.torres001@deped.gov.ph and 09235036221.

IMPROVING LEARNING OUTCOMES IN 4TH GRADE ENGLISH THROUGH FOCUSED REPETITION PARADIGM

Introduction: This study explored the effectiveness of the Focused Repetition Paradigm (FRP) in enhancing English learning outcomes among Grade 4 pupils at Tibagan Elementary School during the 2024–2025 academic year. Utilizing a Mixed Methods Sequential Explanatory Design, specifically the Follow-up Explanations Model, the research combined quantitative data from pre-test and post-test scores with qualitative insights gathered through pupil interviews.

Research Overview

Study Title: Improving Learning Outcomes in 4th Grade English Through focused Repetition Paradigm

Research Conducted By: Marcos V. Catu Jr.

Duration: January-April SY 2024-2025

Methodology

Sample Size: The participants in this study were the 32 purposely selected pupils of Grade 4 Section Gabriela Silang at Tibagan Elementary School, Tibagan, San Miguel, Bulacan SY. 2024-2025, 17 of whom are males and 15 are females.

Design: This study made use of Mixed Methods Sequential Explanatory Design: Follow-up Explanations Model

Data Collection: Pre and post study assessments were administered to all participating students to gather baseline data on their current levels of proficiencies and endline data after the implementation of the strategy (FRP). An open-ended questionnaire was provided to selected students to delve deeper into their personal experiences and detailed feedback.

Key Findings: Initial assessments indicated uniformly low baseline performance, while post-intervention results revealed statistically significant improvement ($M = 19.03$, $SD = 7.70$). Thematic analysis of interviews highlighted emotional engagement, cognitive reinforcement, and linguistic growth, with students reporting greater confidence and motivation.

Implications: The findings point to clear potential that FRP positively impacted comprehension and retention, though individual outcomes varied.

Conclusion: Based on the findings, the study recommends implementing differentiated repetition cycles, multimodal instructional techniques, and embedded formative assessments. Additionally, teacher training and curricular integration are essential to sustaining gains and promoting inclusive learning. Overall, the study concludes that FRP is a promising instructional model when tailored to diverse learner needs and supported through dynamic delivery.

For further details on the study, contact Marcos V. Catu Jr, Tibagan Elementary School, San Miguel Central District, at marcos.catu@deped.gov.ph.

Utilization of Local Filipino Game-Based Reading Strategies in Improving the Reading Performances of Grade 4 Pupils

Introduction: The results of international surveys on student success, by PISA (Program for International Student Assessment), reveal that the Philippines' average Reading score of 347 fell short of other Southeast Asian nations. In addressing this issue, the researcher aimed to improvise reading strategies and utilized the effectiveness of LFGB: Utilization of Local Filipino Game-Based Reading Strategies in Improving the Reading Performances of Grade 4 Pupils.

Research Overview

Study Title: Utilization of Local Filipino Game-Based Reading Strategies in Improving the Reading Performances of Grade 4 Pupils

Research Conducted by: Raquel M. Sagun

Duration: September 2024 – October 2024

Methodology

Sample Size: The study selected fifteen (15) students, all of which are enrolled in Grade 4 at San Marcos Elementary School using purposive sampling method based on the students scores

Design: Developmental research using one shot case pre-test post-test design.

Data Collection: LFBG reading materials were created and validated using the LRMS tool by School Quality Assurance Team and District Quality Assurance Team. A 20 item teacher-made pre-test and post-test. Paired sample t-test, Thematic Analysis, Mean and Standard Deviation analyzed the effectiveness of the intervention.

Key Findings: The results from the pre-test ($M = 6.5$, $SD = 3.10$) and the post-test ($M = 17.3$, $SD = 1.48$) scores before and after the utilization of Local Filipino Game-Based reading (LFBG) in Grade 4 pupils. The difference is significant, because it rejects the null hypothesis, $t(14) = -12.22$, $p < .001$. In conclusion, the utilization of LFBG strategy improves the reading performance of Grade 4 pupils.

The results from the conducted survey, analyzed using a thematic analysis, where the researcher used a likert-scale for interpretation, shows that most statement received a mean score of 4.0 ($M = 4.0$)

Implications: LFBG strategy significantly improved the reading performance of Grade 4 pupils, as revealed in the result of pretest to posttest statistical data.

Conclusion: The utilization of LFBG reading strategy helped Improving the reading performance of Grade 4 pupils, as shown in the thematic analysis of the results of survey questionnaire with a mean score of 4.0, indicating strong agreement from likert-scale interpretation.

For further details on the study, contact Raquel M. Sagun, San Marcos Elementary School, Calumpit South District at raquel.sagun@deped.gov.ph

Project SAFE: Improving the Reading Performance of Grade 4 Pupils Through SAFE Strategy

Introduction: The reading assessment revealed that only a small number of Grade 4 pupils met the expected literacy standards, while most demonstrated difficulties in word pronunciation, identification, and responding to critical questions. These findings indicate that their reading performance is below the required level. This action research aimed to improve the reading performance of Grade 4 pupils at F. Mendoza Memorial Elementary School through the implementation of the SAFE reading strategy.

Research Overview

Study Title: Project SAFE: Improving the Reading Performance of Grade 4 Pupils Through SAFE Strategy

Research Conducted by: Nadia D. Reyes

Duration: October-December, 2024

Methodology

Sample Size: The study involved 28 Grade 4 learners, with 14 assigned to the experimental group and 14 to the control group, all identified as having Frustration level in their Phil IRI test.

Design: This study employed a quasi-experimental design involving a control and experimental group.

Data Collection: Data were gathered through pre- and post-assessments to determine the learners' reading performance prior to and following the implementation of Project SAFE.

Key Findings: The study revealed that learners who participated in Project SAFE showed significant improvement in the reading performance. Through structured reading sessions, guided activities, and targeted support, learners demonstrated significant improvement in their reading comprehension, fluency, and overall engagement with texts.

Implications: Project SAFE contributed to raising overall literacy performance and improving the school's reading profile. The success of the initiative demonstrated the effectiveness of collaborative efforts between teachers, parents, and administrators in addressing key learning gaps.

Conclusion: The findings demonstrate that the structured activities and targeted support provided through Project SAFE effectively addressed the learners' reading difficulties and contributed to their overall literacy development.

For further details on the study, contact Nadia D. Reyes, F. Mendoza Memorial Elementary School, Calumpit North District at nadia.delacruz@deped.gov.ph.

Project Passers: Ensuring Mastery Assessment in English Through the Integration of Remediation and Parent-Teacher Synergy Exchange Based on Test Configuration

Introduction: Grade 4 learners need strong English foundations, but many struggle to retain concepts and perform well despite instruction. Project PASSERS, integrating remediation and parent-teacher collaboration, was developed to address this. This action research explores how the project supports learners' mastery and performance in English.

Research Overview

Study Title: Project Passers: Ensuring Mastery Assessment in English Through the Integration of Remediation and Parent- Teacher Synergy Exchange Based on Test Configuration

Research Conducted by: Arra Camilla A. San Juan

Duration: September – October 2024

Methodology

Sample Size: The study involved 50 Grade 4 learners, with 25 assigned to the experimental group and 25 to the control group, all identified as having low or failing marks and poor mastery levels.

Design: This study used an experimental setup. One group joined Project PASSERS, while another did not.

Data Collection: Data were collected through pre- and post-assessments to measure learners' mastery before and after the implementation of Project PASSERS. The gathered information was carefully verified, consolidated, and analyzed to ensure accuracy and to evaluate the effectiveness of the intervention

Key Findings: The study revealed that learners who participated in Project PASSERS showed notable improvement in English mastery, with post-test scores higher than those of the control group. The combined approach of remediation and parent-teacher collaboration effectively strengthened learners' concept retention and academic performance.

Implications: The results suggest that combining targeted remediation with active parent-teacher collaboration can effectively improve learners' mastery and academic performance, highlighting the importance of involving both educators and parents in supporting student learning.

Conclusion: Project PASSERS proved to be an effective intervention in enhancing English mastery among Grade 4 learners. By integrating remediation with parent-teacher collaboration, the project not only improved learners' performance but also fostered positive engagement from parents.

For further details on the study, contact Arra Camilla A. San Juan, F. Mendoza Memorial Elementary School, Calumpit North District at arracamilla.arada@deped.gov.ph.

Research Brief: ZiZo: Zooming in and Zoning out in Decoding Unfamiliar Words and Assessing Mastery Level Based on Learning Timelines

Introduction: This study mainly aimed the improvement of mastery level of Grade 4 - Malikhain learners in Decoding of Unfamiliar Words in English. Zooming in Zoning out (ZiZo) determine their mastery level based on the learning timelines.

Research Overview:

Study Title: ZiZo: Zooming in and Zoning out in Decoding Unfamiliar Words and Assessing Mastery Level Based on Learning Timelines

Research Conducted by: Christine Joy R. Pastrana

Duration: November-March 2025

Methodology:

Sample Size: The study was limited to the 41 Grade 4 Malikhain pupils of Umpucan Elementary School who struggled in decoding unfamiliar words. Also, these are the learners who fell short in the Regional Diagnostic Assessment in English.

Design: This research used the pretest posttest single group design in a quasi-experimental design addressing the learner's proficiency in decoding unfamiliar words in English 4.

Data Collection: Self-made pretest and post-test assessment. Descriptive (MPS, mean, median, SD) and inferential (Wilcoxon Signed-Rank Test) statistics were also used to interpret the results.

Key Findings: The findings of this study may be utilized as input for the school to improve the instruction-learning and in the development of more efficient interventions and remedial plans that may be tailored to the objectives of the Learning Recovery Plan.

Implications: The ZiZo method effectively supports to incorporate the ZiZo strategy into their literacy instruction, particularly for struggling readers, to enhance decoding skills and improve reading comprehension. Interactive and engaging activities should be sustained to maintain student motivation.

Conclusion: The study confirmed that the ZiZo significantly improved Grade 4 performance level . It may be inferred that the use of ZiZo greatly enhanced the grade 4 students' ability to acquire and decode new words, recommending its integration into the classroom reading curriculum for consistent support.

For further details on the study, contact Ms. Christine Joy R. Pastrana, Teacher III at Umpucan Elementary School – San Ildefonso North District at christinejoy.pastrana@deped.gov.ph

Board Game: An Interactive Strategy in Enhancing Compositional Skills in the Construction of Simple Sentences

Introduction: The difficulty learners experience in constructing simple, grammatically correct sentences—often reflected in their limited vocabulary, challenges in organizing ideas, and low engagement in writing activities—highlights the need for an interactive and motivating learning strategy that supports the development of compositional skills. To address this gap, the researcher aimed to develop and evaluate the effectiveness of a Board Game as an interactive strategy designed to enhance learners' compositional skills, improve their confidence in writing, and promote active participation in the learning process.

Research Overview

□ **Study Title:** Board Game: An Interactive Strategy for Enhancing Compositional Skills in The Construction of Simple Sentences

Research Conducted By: Elsie A. Alceso

Duration: January - March 2024

Methodology

Sample Size: The study involved 22 learners from Grade 5 Quezon at F.V.R. Phase 2 Elementary School in Barangay FVR, Norzagaray, Bulacan.

Design: Quasi-experimental, pretest-posttest control-group design.

Data Collection: Board game materials were developed and validated using the LRMDs tool. Learners' performance was assessed through pretests and post-tests using a scoring rubric. The researcher documented observations of participants' engagement, collaboration, and creativity through field notes. Written samples were also collected to monitor improvement.

Key Findings: The results indicate a statistically significant improvement in the post-test. The mean score increased from 2.09 to 3.36. The computed t-statistic was 2.51 with 10 degrees of freedom, and the p-value was less than 0.0307, which is below the 0.05 threshold for statistical significance.

Implications: The use of board game as an interactive strategy enhanced learners' compositional skills in constructing simple sentences. This implies that engaging and hands-on instructional activities can improve motivation, reinforce language structures, and support the development of basic writing proficiency in the classroom.

Conclusion: The findings indicate a statistically significant improvement in post-test for the experimental group compared to the control group with a medium to large effect size. This suggests that board games as an effective interactive strategy for enhancing Grade 5 learners' compositional skills in constructing simple sentences.

For further details on the study, contact Elsie A. Alceso, F.V.R. Phase 2 Elementary School, Norzagaray West District, at elsie.alceso002@deped.gov.ph.

Enhancing Reading Comprehension Skills of Grade 5 pupils Through DEAR Approach

Introduction: As the school year opened , some issues were observed by the proponent in her class . Problems like pupils exhibited difficulty in understanding words and ideas in English , almost half of the class experienced confusion about the meaning of words and sentences, even simple instruction and directions in the test and other text were struggle for them to understand this was resulted to low achievement in all the subject areas. This situation signaled the proponent to conceptualize this action research study . A unique intervention, “DEAR Approach”, was designed.

Research Overview

Study Title: Enhancing Reading Comprehension Skills of Grade 5 pupils Through DEAR Approach

Research Conducted By: Imelda T. Ramos

Duration: January – March , 2025

Methodology

Sample Size: The participants were composed of 31 pupils from the class of grade 5 – Perseverance .

Design: The proponent applied the Quasi –experimental research design .

Data Collection: Data collected after the administration of pre-test and post-test. Collected result was recorded for statistical analysis and interpretation . The findings were presented using the necessary tables and figures. The statistical treatments used were Mann-Whitney U test and Wilcoxon Test .

Key Findings: The data clearly indicate that the intervention administered to the experimental group was highly effective in enhancing their reading comprehension skills. The significant difference between pretest and posttest scores validates the impact of the teaching strategy or material used, proving it to be a valuable approach in addressing comprehension difficulties among Grade 5 learners.

Implications: The findings provide compelling evidence for adopting the intervention in other similar educational settings to enhance reading comprehension among learners.

Conclusion: After the intense interpretation and analysis of data , the study concluded that the intervention “ DEAR Approach” had a significant positive effect on the reading comprehension skills of the experimental group which was interpreted in the posttest outperforming the control group

For further details on the study, contact Imelda T. Ramos , San Juan Elementary School , Hagonoy East District, at imelda.ramos001@deped.gov.ph and 09620613723

Party Game-based Reading Strategies Addressing Difficulties of Struggling Grade 5 Readers

Introduction: Reading is a fundamental skill essential for academic success and lifelong learning. Despite ongoing efforts by the Department of Education, the number of struggling readers remains high. This study addresses this concern by using party game-based strategies to improve phonemic awareness and reading skills among Grade 5 struggling readers in Calumpang Elementary School.

Research Conducted By: Jessa May V. Pevida, Elaiza Marie V. Roque, and Analiza G. Cubos

Duration: June-April 2024

Methodology

Sample Size: The respondents of this study were the 19 Grade 5 pupils of Calumpang Elementary School enrolled from 2024-2025 and diagnosed to fall under frustration level and struggling level of reading difficulty.

Design: A quasi- experimental design using a one-group pretest- posttest design.

Data Collection: The statistical tools used in the research were mean, percentage and T-test. Qualitative approach was used to collect data through interviews to explain the points of view and honest answers of the pupils' respondents. Thematic analysis was utilized to explain the collected qualitative data gathered from the informants.

Key Findings: This reinforces the inference that the party game-based strategy was used between the two tests had a significant positive effect on pupils' performance. Before intervention, pupils tended to be lower in inferential and critical understanding, showing difficulty in higher-order thinking. After intervention, however, all pupils showed improvement in all three areas, with no student showing deterioration. The range of scores also moved higher and became smaller, which shows consistent progress in the entire group.

Implications: Generally speaking, the findings clearly suggest that the instructional party game-based reading strategy was very effective in improving the pupils' reading comprehension ability.

Conclusion: To solve the problem among selected Grade 5 pupils of Calumpang Elementary School, researchers proposed and implemented party-game based reading strategies, which proved enjoyable and fun games while the pupils learned how to read. Interesting activities incorporated into the strategies, aligned with the principle that learning occurs faster and is more lasting when experienced with pleasure. The post-test revealed that struggling readers performed better in reading after the implementation of game-based reading strategies.

For further details on the study, contact Jessa May V. Pevidal, Calumpang Elementary School, Calumpit South District, at jessamay.villareal@deped.gov.ph.

Live and Breathe Words with Purpose: Writing to Taste Life Twice

Introduction: Writing is a critical language skill emphasized in the K to 12 Curriculum and Most Essential Learning Competencies (MELCs). However, writing remains one of the most challenging domains for elementary learners. At Norzagaray Elementary School, results of the Third Periodical Test in English for School Year 2024–2025 revealed a minimum proficiency level (MPL) of only 24.75% among Grade 6 Responsible (SSES) learners. Learners struggled particularly in presenting coherent viewpoints and identifying the author’s purpose, signaling an urgent need for a structured writing intervention.

Research Overview

Study Title: Live and Breathe Words with Purpose: Writing to Taste Life Twice

Research Conducted By: Charen P. Bernardo

Duration: February - March 2024

Methodology

Sample Size: The study involved a sample size of thirty-three (33) Grade 6 learners from the Responsible section of Norzagaray Elementary School.

Design: A one-group pre-test-post-test quasi-experimental design was employed to determine the effectiveness of the Digital OREO Writing Strategy in improving learners’ writing skills.

Data Collection: Data were collected through teacher-made performance-based writing tests administered before and after the intervention, using a standardized rubric to ensure consistency in scoring.

Key Findings: The findings revealed a significant improvement in learners’ writing performance after the implementation of the Digital OREO Writing Strategy. Results showed an increase in the mean score from the pre-test to the post-test, with learners demonstrating better organization of ideas, clearer expression of opinions, and improved use of supporting reasons and evidence.

Implications: The implications of the study suggest that structured and scaffolded writing strategies, particularly when integrated with digital tools, can effectively enhance learners’ writing proficiency and engagement. The Digital OREO Writing Strategy provides teachers with a practical and learner-friendly approach to teaching opinion and persuasive writing aligned with the MELCs.

Conclusion: the study established that the Digital OREO Writing Strategy is an effective instructional intervention for improving the writing skills of Grade 6 learners. Its continued use and integration in English instruction are strongly recommended, along with further research to explore its applicability in other grade levels and learning contexts.

For further details on the study, contact Charen P. Bernardo, Norzagaray Elementary School, Norzagaray West District,
at charen.pbernardo@deped.gov.ph.

Effectiveness of Daily Readathon in Addressing the Comprehension Skills of Grade 6 Pupils

Introduction: This action research rooted on the poor comprehension skills of 40 grade six learners of Balasing Elementary School, District of Sta. Maria West after the pre-reading assessment in Phil-IRI was conducted. To address this problem, researches developed and implemented the strategy named Daily Readathon.

Research Overview

Study Title: Effectiveness of Daily Readathon in Addressing the Comprehension Skills of Grade 6 Pupils

Research Conducted By: Michelle L. Ignacio, Henedie C. Alonzo

Duration: April – May 2024

Methodology

Sample Size: 40 Grade 6 learners identified as readers but their level of comprehension fell under Frustration

Design: Pre-Test Post-Test Control Group Design

Data Collection: Oral and Written Reading Assessment

Key Findings: The pre-test results showed that Grade 6 learners had low comprehension skills before the intervention, with a mean score of 4.73 and an MPS of about 48%, indicating poor proficiency and serving as a baseline for improvement. After exposure to the intervention, the post-test results revealed a clear improvement, as the mean score increased to 8.10 and the MPS rose to 81.38%, reflecting a substantial gain in comprehension skills and demonstrating the positive impact of the intervention. Statistical analysis further confirmed this improvement, with a very low p-value (0.00001) and a high t-value (12.38), indicating a highly significant and meaningful difference between pre-test and post-test results.

Implications: Daily Readathon is a strategy in a form of reading challenge to the grade six learners to read as many passages as they can during an allotted period. This was implemented daily, for 40 minutes, after regular class.

Conclusion: The results show a big improvement in learners' comprehension from pre-test to post-test, proving that the Daily Readathon was effective. The higher mean and MPS indicate that learners' reading skills improved because they read regularly and independently. Through reading different texts, learners gained more vocabulary, better understanding, and improved thinking skills. Overall, the strategy helped learners become better readers and improved their comprehension significantly.

For further details on the study, contact Michelle L. Ignacio and Henedie C. Alonzo of Balasing Elementary School, Sta. Maria West District at their email addresses michelle.ignacio001@deped.gov.ph, henedie.alonzo@deped.gov.ph and 0968 5046386 / 0947 9925906

Developing Reading Comprehension of Grade 6 Learners Through Collaborative Learning

Introduction: This study developed the reading comprehension of Grade 6 pupils which is composed of 80 pupils from Northville VI Elementary School who were in instructional level of reading comprehension, forty (40) pupils are in Traditional Method using individual activities and forty (40) pupils who are in Experimental Method or with treatment through collaborative learning.

Research Overview

Study Title: Developing Reading Comprehension of Grade 6 Learners Through Collaborative Learning

Research Conducted By: Lea Mae S. Orbe/ Jorielyn S. Nicolas

Duration: November 2024, to March 2025

Methodology

Sample Size: The respondents were equally divided into two groups: the control group, composed of forty (40) learners who were not exposed to any treatment or intervention, and the experimental group, composed of forty (40) learners who were exposed to the treatment or intervention implemented in the study.

Design: The study employed a mixed-method quasi-experimental research design.

Data Collection: The researchers obtained approval from the Schools Division Superintendent of Bulacan and administered a 20-item pre-test. The intervention was conducted weekly for 8 weeks in an interrupted time series. Three (3) days for activities and discussion and another one (1) day for assessment with pre and post survey at the end of each method. After the 8 weeks, students completed a 20-item post-test. The results of weekly pre and post-surveys, together with the results of the post-test, were analyzed to determine effectiveness and generate recommendations.

Key Findings: The finding shows that there is a significant difference between the reading comprehension of the learners after the implementation of collaborative learning. This finding suggests that collaborative learning enhanced and improved the reading comprehension of pupils. It makes learning enjoyable with their colleagues.

Implications: Upon the results of the survey about the problems they have encountered, researchers suggested planning and providing possible solutions to this problem. It is also suggested to use this study on other grade levels to determine if they have the same result.

Conclusion: The study showed that Grade 6 pupils of Northville VI Elementary School developed their reading comprehension through collaborative learning, as well as developed their cooperation and peer-interaction skills.

For further details on the study, please contact Lea Mae S. Orbe, Northville VI Elementary School, 09685051620, leamae.sillano@deped.gov.ph

Enhancing the Comprehension Skills of Grade 6 Learners at Pitpitan Elementary School through the Use of Text Trek

Introduction: The poor reading comprehension skills of Grade 6 was evident in the result of Philippine Informal Reading Inventory (Phil-IRI) Pre Test. This indicates that it is necessary to enhance their reading comprehension skills. The researcher addressed this concern by finding a solution. Doing some research and gathering information, the researcher come up with the use of *Text trek*, a game-based reading intervention with teacher-made contextualized reading passages, pre-test and post test which are validated by School Master Teacher and Reading Coordinator.

Research Overview

Study Title: Enhancing the Comprehension Skills of Grade 6 Learners at Pitpitan Elementary

School through the Use of Text Trek

Research Conducted By: Meriam P. Cruz, MAEd

Duration: February-March, 2025

Methodology

Sample Size: The study involved 58 Grade 6 pupils from Grade 6 Earth and Grade 6 Jupiter (29 in experimental group and 29 in control group) at Pitpitan Elementary School in Barangay Pitpitan, Bulakan, Bulacan, selected using purposive sampling based on Philippine Informal Reading Inventory (Phil-IRI) Pre-test results.

Design: A quasi-experimental design, comparing performance of two existing classes using different teaching method with on pretest and posttest.

Data Collection: The data collection procedure was conducted in three stages: before, during, and after the intervention. Each stage followed a structured process to ensure accurate data gathering and reliable results.

Key Findings: Results revealed that while both groups improved in their post-test scores, the experimental group that used Text Trek showed significantly higher gains, with a mean difference of 6.62. The computed t-value of -7.90 exceeded the critical t-value at a 0.05 level of significance, confirming a statistically significant improvement in comprehension skills. These findings indicate that structured and culturally responsive reading interventions can effectively enhance learners' comprehension.

Implications: *Text trek* effectively enhanced the reading comprehension skills of grade 6 pupils.

Conclusion: Grade 6 pupils' reading comprehension skills significantly enhanced through the use of Text trek

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 and 09685057265.

Empowering Grade 6 Instructional Readers: Developing A Contextualized Reading Material for Enhanced Comprehension

Introduction: Taliptip Elementary School conducted the Philippine Informal Reading Inventory (Phil-IRI), which revealed that a significant number of Grade 6 students were at the instructional level in reading comprehension. This study aimed to develop and assess the effectiveness of a contextualized reading material designed to enhance the comprehension skills of these pupils for the school year 2024–2025. The results of the initial assessment served as the basis for developing the reading material, which was then validated by experts and implemented among instructional-level readers.

Research Overview

Study Title: Empowering Grade 6 Instructional Readers: Developing A Contextualized Reading Material for Enhanced Comprehension

Research Conducted By: Ma. Angela DM. Pantanilla

Duration: August 2024– April 2025

Methodology

Sample Size: 25 Grade 6 pupils of Taliptip Elementary School identified as instructional readers in August 2024.

Design: Design and Development Research (DDR) combined with a pre-experimental, one-group pretest-posttest design.

Data Collection: The researcher developed a contextualized reading material entitled “*Bulakan Series: A Contextualized Reading Adventure for Grade 5 Learners*”, validated by the School and District LRMDs Team. The Phil-IRI forms and administration guidelines were adopted to assess reading comprehension before and after the intervention.

Key Findings: The use of contextualized reading materials led to a substantial improvement in learners’ comprehension, with most progressing from instructional and frustration levels to independent comprehension. The paired t-test showed a t-value of 9.33 and a highly significant p-value of 4.31e-12, indicating a significant difference between pretest and posttest scores. Thus, the null hypothesis is rejected.

Implications: Contextualized reading materials are highly effective in improving learners’ comprehension, helping them move from struggling or guided reading levels to independent understanding.

Conclusion: The study demonstrates that using contextualized reading materials significantly improves learners’ reading comprehension. Pupils showed marked progress from instructional and frustration levels to independent comprehension, proving that context-specific materials effectively enhance understanding and learning outcomes.

For further details on the study, contact Ma. Angela DM. Pantanilla, Taliptip Elementary School, District of Bulakan, at maangela.pantanilla@deped.gov.ph and 09053963844.

Scarborough Reading Rope-Based Supplemental Reading Program for Grade 6 Struggling Readers

Introduction: Reading and comprehension of English texts remain a major challenge among elementary pupils. This was clearly evident in the PHIL-IRI Pretest results of Grade 6 learners at Sto. Niño Elementary School, where 18 out of 72 learners were identified as struggling readers. These findings prompted the researcher to develop an intervention that would address the least mastered reading skills of the respondents

Research Overview

Study Title: Scarborough Reading Rope-Based Supplemental Reading Program for Grade 6 Struggling Readers

Research Conducted By: Glerose M. Suerte Felipe

Duration: October 2024 – February 2025

Methodology

Sample Size: The study involved 18 Grade 6 learners from Grade 6-Makatao and Grade 6-Maka-Diyos at Sto. Niño Elementary School. Purposive sampling method was used in selecting the participants of the study.

Design: The researcher used the quasi-experimental one group pretest-posttest design.

Data Collection: Data were gathered through the use of Phil-IRI tool, researcher-made reading test, and learner reflection surveys.

Key Findings: After participating in a 16-week reading intervention that incorporated strategies such as the PQRS method, Gallery Walk, Active Reading, and Group Summarization, the respondents showed significant improvement in their reading comprehension skills.

Implications: Integrating Scarborough's Reading Rope-Based Program into supplemental instruction significantly contributed to improving the participants' reading comprehension skills.

Conclusion: The study concludes that integrating Scarborough's Reading Rope-Based Program into structured instruction is effective in enhancing the reading and comprehension of struggling readers.

For further details on the study, contact Glerose M. Suerte Felipe, Sto. Niño Elementary School, Paombong District, at glerose.suertefelipe002@deped.gov.ph

Education 4.0 in Action: Child-Busy Technique on Enhancing Reading Comprehension Skills of Grade 6 Learners

Introduction: This study examined the effectiveness of the Child-Busy Technique, an Education 4.0-aligned and interactive approach, in enhancing the reading comprehension of Grade 6 learners at Inaon Integrated School. It highlights how using engaging digital materials and collaborative activities can make reading more meaningful, improve learners' understanding, and support teachers in addressing reading difficulties through innovative, student-centered instruction.

Study Title: Education 4.0 in Action: Child-Busy Technique on Enhancing Reading Comprehension Skills of Grade 6 Learners

Research Conducted By: Danmer B. Abig and Mayet S. Dayoc

Duration: April – May 2024

Methodology

Sample Size: This study involved Grade 6 learners from Inaon Integrated School who were identified as frustration-level readers based on their pre-test reading comprehension results.

Design: A developmental, pre-experimental research using a one-group pretest-posttest design.

Data Collection: The Child-Busy Technique used teacher-created interactive digital materials, such as quizzes, games, and simulations, to actively engage learners and enhance their reading comprehension, measured through reliable pre- and post-tests. The study was conducted with approval from SDO Bulacan-Pulilan District and Inaon Integrated School for SY 2024–2025, with informed consent ensured and sessions scheduled based on participants' availability.

Key Findings: The implementation of the Child-Busy Technique resulted in a statistically significant improvement in reading comprehension scores ($t = -10.87$, $p < 0.001$), whereas the control group showed no meaningful progress. Consequently, the research concludes that this interactive, learner-centered strategy is a highly effective intervention for elevating Grade 6 students from below-average performance to mastery levels.

Implications: The success of the Child-Busy Technique implies that shifting from passive instruction to interactive, learner-centered digital strategies is essential for bridging literacy gaps and ensuring sustainable academic growth in Grade 6 learners.

Conclusion: The study concludes that the Child-Busy Technique is a highly effective digital intervention that significantly elevates the reading comprehension levels of Grade 6 learners.

For further details on the study, contact Danmer B. Abig, Inaon Integrated School, Pulilan District, at danmer.abig@deped.gov.ph and 09061760819.

Integration of Literature-based Approach In Teaching Reading

Introduction: This study aims to find out how effective the Literature-based Approach is for teaching reading comprehension to Grade 7 struggling readers at Salapungan National High School in San Rafael, Bulacan.

Research Overview

Study Title: Integration of Literature-Based Approach in Teaching Reading

Research Conducted By: Jay Marc R. Mangulabnan

Duration: October 2024 - April 2025

Methodology

Sample Size: The study included 68 Grade 7 students from Salapungan National High School who were reading at the frustration level after not passing the Phil-Iri Group Screening Test.

Design: The research employed a quasi-experimental design with 64 students divided into two experimental groups (experimental group subjected to a literature-based instruction) and one control group (traditional textbook instruction).

Data Collection: Descriptive statistics, such as the mean, were used to describe the reading comprehension of the readers under the Frustration level before and after the Integration of the Literature-based approach in Teaching Reading. Inferential statistics, such as the paired samples t-test, were used to examine the difference between the reading comprehension of readers under the Frustration.

Key Findings: Initially, both control and experimental groups exhibited similar pre-test scores, with means of 5.78 and 5.88, respectively, indicating a lack of significant differences ($p > 0.05$). After the implementation of the Literature-Based Approach, the experimental group demonstrated a marked improvement in reading comprehension, achieving a post-test mean of 9.19 compared to the control group's 6.72 ($p < 0.001$), highlighting the effectiveness of the approach.

Implications: Students reported positive impacts, including increased engagement, improved comprehension, and vocabulary development. However, challenges such as difficulties with complex texts, retention issues, and preferences for structured learning persisted.

Conclusion: The integration of a Literature-Based Approach significantly improved reading comprehension among Grade 7 students who were initially reading at the Frustration level.

For Further details on the study, contact Jay Marc R. Mangulabnan, Salapungan National High School, San Rafael West District at jay.mangulabnan@deped.gov.ph.

MARIA: Mobile-Assisted Reading with Interactive Application to Enhance Students' Reading Comprehension Skills

Introduction: Reading comprehension is essential for academic success, yet recent Phil-IRI assessments showed that Grade 7 students at Sta. Maria National High School struggle with understanding literary texts. To address this, the study developed MARIA (Mobile-Assisted Reading with Interactive Application), a mobile-based tool designed to improve reading skills while making learning interactive and engaging.

Research Overview

Study Title: MARIA: Mobile-Assisted Reading with Interactive Application to Enhance Students' Reading Comprehension Skills

Research Conducted By: Ma. Cecilia G. Armenion, Mary Grace M. Cueto, and Mary Rose DC. Salvador

Duration: February – March 2025

Methodology

Sample Size: The study involved 34 Grade 7 students from 7 Everlasting and 7 Sunflower at Sta. Maria National High School in Bagbaguin Sta. Maria Bulacan, selected using convenient sampling based on low Phil-IRI Assessment scores.

Design: Using a mixed-methods design, the study combined Phil-IRI pre- and post-tests with surveys to capture students' experiences.

Data Collection: The MARIA Mobile Book (MoB) app provided reading materials, multimedia content, interactive vocabulary exercises, audio files, and practice tests to support learning.

Key Findings: Before the intervention, most students were at the “frustration” level in reading comprehension (100% in Everlasting, 93% in Sunflower). After one month of using MARIA, 90% of students showed significant improvement. Paired sample t-Test showed a significant difference ($t = -7.716839466$, $p < 0.001$) between pre-test and post-test scores with the mean rating of 7.416666667. Students also reported that the app's multimedia features and interactive activities made reading more engaging and easier to understand.

Implications: MARIA demonstrates that mobile-assisted reading tools can effectively support struggling readers. Its interactive and multimedia features boost engagement, self-paced learning, and vocabulary development, offering a practical model for technology-enhanced literacy instruction.

Conclusion: The MARIA application significantly improved reading comprehension skills among Grade 7 students, showing that mobile learning can address literacy gaps and create a more interactive, motivating classroom environment.

For further details on the study, contact Ma. Cecilia G. Armenion, Sta. Maria National High School, Sta. Maria East District, at macecilia.armenion@deped.gov.ph and 09684638855.

READ-PM: Reading Exercises and Advancement through Digital Platform using PM eCollection

Introduction: This study examined the effectiveness of the PM eCollection e-Library as a digital reading intervention in improving the reading comprehension of Grade 7 students at Dampol 2nd National High School. Using a quasi-experimental design, the research compared the reading performance of learners who utilized the PM eCollection with those who received traditional reading instruction.

Research Overview

Study Title: READ-PM: Reading Exercises and Advancement through Digital Platform using PM eCollection

Research Conducted By: Nanete R. Gutierrez, Jemarie P. Hipolito, & Michael C. Agustin

Duration: January-March 2025

Methodology

Sample Size: The participants of the study consisted of 52 Grade 7 students from Dampol 2nd National High School.

Design: A quasi-experimental pretest-posttest control group design was employed in the study.

Data Collection: Data were collected through standardized reading comprehension pretests and posttests administered to both groups. The results were analyzed using descriptive statistics and the Mann-Whitney U Test to determine significant differences in reading comprehension performance.

Key Findings: The results indicated that learners in the experimental group who experienced the PM eCollection e-Library intervention demonstrated an improvement in their reading comprehension levels. This digital and interactive approach proved to be effective in enhancing learners' reading proficiency, as evidenced by the statistically significant gains in posttest scores compared to the control group, which showed no significant improvement.

Implications: The findings suggest that the PM eCollection e-Library is an effective digital reading intervention that may be integrated into school-based reading programs, particularly for learners at the frustration level.

Conclusion: Based on the statistical results, it was concluded that the experimental group significantly outperformed the control group, indicating that the PM eCollection was an effective intervention for improving students' reading comprehension compared to traditional instruction.

For further details on the study, contact Nanete R. Gutierrez, email: nanete.regalario003@deped.gov.ph, Jemarie P. Hipolito, email: jemarie.hipolito@deped.gov.ph, Michael C. Agustin, email: michael.agustin@deped.gov.ph, Dampol 2nd National High School School.

Metacognition in Reading Authentic Texts: A Strategy in Enhancing Reading Comprehension Levels of Grade 10 Learners

Introduction: Reading performance from international and local assessments reflected poor levels of reading comprehension. This was evident as well on the result of the Division reading assessment result of Grade 10 learners from Pres. Diosdado P. Macapagal Memorial High School. The researcher aimed to enhance the reading comprehension levels using meta-reading and metacognitive questions which assist and guide the learners to think about the questions and the text read. Hence, a reading intervention is developed which led to better comprehension of authentic texts.

Research Overview

Study Title: Metacognition in Reading Authentic Texts: A Strategy in Enhancing Reading Comprehension Levels of Grade 10 Learners

Research Conducted By: Evangeline C. De Leon

Duration: February – March 2024

Methodology

Sample Size: With the use of purposive sampling, the study had the control and experimental group that involved 30 learners for each group of Grade 10 learners. Specifically, each group of 30 learners are composed of 15 Male and 15 Female from 10- Osmeña for the experimental group and another 15 Male and 15 Female from 10- Laurel for the control group.

Design: True experimental research design

Data Collection: Reading intervention plan, contextualized reading worksheets using metacognition and reading assessments were developed and validated by experts. Pre-test was given first before the start of the intervention. Then, a post-test was given afterwards.

Key Findings: Independent sample t-test analysis shows that the t statistics of 3.71 with a p value of $<.001$ is less than the significance level $\alpha = 0.05$. Thus, a significant difference was observed which means that the intervention provided by the researcher enhanced the reading comprehension level of the learners under the frustration level.

Implications: Metacognition in reading authentic texts with contextualized reading worksheets enhanced the reading comprehension levels and it can be adapted by curriculum planners and teachers across grade levels.

Conclusion: The use of metacognition, meta-reading and metacognitive questions as a reading intervention program improved the reading comprehension levels of the learners under the frustration level.

For further details on the study, contact Evangeline C. De Leon, Pres. Diosdado P. Macapagal Memorial High School, Angat District, at evangeline.deleon001@deped.gov.ph.

The Use of Collaborative Learning Approach To Reduce English Language Anxiety o Grade 11 Senior High School Learners

Introduction: English language anxiety remains a persistent challenge among Senior High School learners, often affecting their participation, confidence, and overall academic performance in English subjects. Classroom observations and prior assessments reveal that many Grade 11 students experience fear of making mistakes, speaking in English, and being evaluated by peers and teachers. To address this concern, the researcher examined the effectiveness of the Collaborative Learning Approach (CLA) in reducing English language anxiety among Grade 11 Senior High School learners at Emilia Perez Ligon High School, Schools Division of Bulacan.

Research Overview

Study Title: The Use of Collaborative Learning Approach to Reduce English Language Anxiety of Grade 11 Senior High School Learners

Research Conducted By: Cristian Paul M. De Guzman

Duration: January to April 2024

Methodology

Sample Size: The study involved 70 Grade 11 Senior High School learners from Emilia Perez Ligon High School, selected using purposive sampling based on observed manifestations of English language anxiety.

Design: A sequential-explanatory research design employing a pretest–posttest approach was used to determine the effectiveness of the Collaborative Learning Approach in reducing English language anxiety.

Data Collection: Data were gathered using a validated English Language Anxiety Questionnaire administered before and after the implementation of collaborative learning activities.

Key Findings: The results revealed a significant reduction in English language anxiety among Grade 11 learners after the implementation of the Collaborative Learning Approach. Posttest results showed lower anxiety levels compared to pretest scores, indicating improved learner confidence, increased participation, and reduced fear of speaking and making errors in English.

Implications: The findings suggest that Collaborative Learning Approach is an effective learner-centered strategy for addressing English language anxiety in Senior High School.

Conclusion: Collaborative Learning Approach significantly reduces English language anxiety among Grade 11 Senior High School learners. Its integration into English classes can foster a positive learning environment, improve communication skills, and support better academic performance in English.

For further details on the study, contact Cristian Paul M. De Guzman, SGOD-HRD Office, SDO Bulacan, at cristianpaul.deguzman@deped.gov.ph and 09421650528.

Exploring the Role of Mentorship and Guidance in developing Schools Press Conference Winners

Introduction: This study was conducted with the researcher serving as the English School Paper Adviser, aiming to further strengthen the performance of Tartaro Elementary School's journalists, who have been three-time consecutive district overall champions. By exploring the role of mentorship and guidance in nurturing Schools Press Conference winners, the study seeks to support the school in achieving higher placements at the division level, contribute to the success of the Division of Bulacan in regional competitions, and help maintain its position as one of the top division in Region III.

Research Overview

Study Title: Exploring the Role of Mentorship and Guidance in developing Schools Press Conference Winners

Research Conducted By: Juvy B. Pangilinan

Duration: January – April 2025

Methodology

Sample Size: The study involved 27 school paper advisers and 27 student campus journalists who won first to third place in the English category of the 2025 Provincial Schools Press Conference in the Schools Division of Bulacan.

Design: This study used a phenomenological qualitative design.

Data Collection: The study collected data through in-depth interviews with the respondents, allowing for a rich exploration of their experiences, perspectives, and insights regarding mentorship and the preparation of student journalists for Schools Press Conferences.

Key Findings: The analysis shows that student journalists achieve success by combining cognitive, behavioral, and affective strategies: prioritizing accuracy and content depth through reading and understanding journalistic conventions, engaging in consistent practice and coach-guided training to build competence and self-regulated learning, and drawing on emotional resilience, intrinsic motivation, and spiritual drive to sustain effort and manage anxiety.

Implications: The findings suggest that schools should focus on skill development and mentorship while providing resources and support to sustain journalism programs and nurture capable, confident, and ethical student journalists.

Conclusion: The study shows that students succeed in press conferences when they develop strong writing skills, stay informed, and receive guidance tailored to their strengths. Coaches mentor diligently despite limited time and resources.

For further details on the study, contact Juvy B. Pangilinan, Tartaro Elementary School, San Miguel Central District, at juvy.pangilinan@deped.gov.ph and 09296923911.

Developing StatQuest: An Educational Web Application for Simplified Statistical Analysis

Introduction: Statistics is a core component of senior high school research education, yet many learners struggle to perform quantitative analysis due to the complexity of conventional statistical software such as SPSS and Excel. These tools often impose cognitive overload, require high levels of digital literacy, and are inaccessible in resource-constrained school settings. As a result, students focus more on procedural execution than on understanding statistical concepts. This study addresses these instructional challenges by developing StatQuest, a learner-centered web-based application designed to simplify statistical analysis and support conceptual understanding in senior high school research classes.

Research Overview

Study Title: Developing StatQuest: An Educational Web Application for Simplified Statistical Analysis

Research Conducted By: Julius L. Fabian

Duration: School Year 2024–2025

Methodology

Design: Developmental research using a Design and Development Research (DDR) approach guided by the ADDIE instructional design model.

Respondents: Ten senior high school students participated during the Analysis phase to identify instructional challenges, while five research teachers evaluated the application during the Evaluation phase. Respondents were selected through purposive sampling

Data Collection: Qualitative data were gathered through structured interviews to identify learner difficulties and desired features.

Key Findings. Students identified significant challenges when using traditional statistical tools, including cognitive overload, difficulty understanding procedures, and lack of instructional scaffolding. In response, StatQuest was developed with step-by-step guidance, simplified interfaces, visual outputs, and mobile accessibility. Evaluation results showed that StatQuest received Very Satisfactory ratings across all domains.

Implications. StatQuest demonstrates how learner-centered web applications can reduce barriers in statistics education by providing guided, accessible, and curriculum-aligned tools.

Conclusion. The study concludes that StatQuest is a practical instructional web application for simplifying statistical analysis in senior high school research education.

For further details on the study, contact Julius L. Fabian, Vedasto R. Santiago High School, San Miguel North District, at julius.fabian@deped.gov.ph.

Enhancing the Practical Research Skills of Grade 12 Students Through Creating a Research Space (CARS) Model-Based Activities

Introduction: This action research aimed to determine the effectiveness of Creating a Research Space (CARS) Model-Based Activities in enhancing the practical research skills of Grade 12 learners at Dampol 2nd National High School. Specifically, it sought to compare the performance of learners exposed to CARS Model-Based Activities with those taught using traditional methods using a quasi-experimental design.

Research Overview

Study Title: Enhancing the Practical Research Skills of Grade 12 Students Through Creating a Research Space (CARS) Model-Based Activities

Research Conducted By: Ina Paula Mariz C. Paguio, Rommel L. Lopez, and Felicidad L. Magtalas

Duration: January-March 2025

Methodology

Sample Size: The participants in the study were the Grade 12-GAS students of Dampol 2nd National High School from 12-GAS-A and 12-GAS-B. These two sections were tagged as the sections with the lowest mean percentage score from the diagnostic test.

Design: The researchers utilized the quasi-experimental method in determining the effectiveness of Creating a Research Space (CARS) model-based activities in enhancing the practical research skills of the students.

Data Collection: Data were collected through standardized pretests administered to both groups.

Key Findings: The findings revealed that the experimental group, which was exposed to CARS model-based activities, achieved significantly higher posttest scores compared to the control group. This suggests that CARS model-based activities effectively support students in understanding rhetorical moves and organizing their research writing more coherently.

Implications: The findings suggest that CARS model-based activities can be adopted in other research-related subjects, ensuring that the activity sheets are concise and class sessions are structured to maximize learning. Teachers should consider designing more CARS model-based activities that emphasize the rhetorical moves in research writing.

Conclusion: Based on the statistical results, it was concluded that CARS model-based activities effectively support students in understanding rhetorical moves and organizing their research writing more coherently.

For further details on the study, contact Ina Paula Mariz C. Paguio email: inapaulamariz.paguio@deped.gov.ph, Rommel L. Lopez email: rommel.lopez@deped.gov.ph, Felicidad L. Magtalas email: felicidad.magtalas@deped.gov.ph, Dampol 2nd National High School.

Development Evaluation and Pilot Testing of Research Writing Guidebook in Improving Student's Writing Skills

Introduction: Writing a research paper is really a challenge not only for students but also for adults as well. If the foundation was strong the proceedings tasks become manageable, in other words if research writings skills were thought in a good way in the early years, future research endeavor will not be a problem anymore. To address this concern, the researcher to developed, assessed and determined if the learning material can improve the writing skills of Grade 12 students in research.

Research Overview

Study Title: Development Evaluation and Pilot Testing of Research Writing Guidebook in Improving Student's Writing Skills

Research Conducted By: Mary Ann I. Santos

Duration: June 2024-April 2025

Methodology

Sample Size: The expert-respondents were one (1) master teacher, two (2) teachers with master's degree. The student participants for pilot testing were the twenty-five (25) Grade 12 students from different strands (HUMSS, ABM, TVL HE and ICT).

Design: ADDIE model, pre-experimental research using a one-group pretest-posttest design.

Data Collection: Results form the interviewed to the respondents were used to developed and designed the guidebook. The guidebook was validated using the LRMDs tool by the experts and students. Students' skills before and after using the guidebook were measured using a validated scoring rubric. The weighted mean, paired sample t-test and thematic analysis was utilized to analyzed the data.

Key Findings : In the of the guidebook by the teachers and experts , the p-value was 1.00. which is very high than the significance threshold at 0.05 and thus further confirms that this result is not statistically significant, indicating that expert and teacher evaluations align and likely to meet both educational standards and the diverse needs of students.

Implications:. Students gained greater confidence and competence in writing through consistent guidance and structured activities provided by the guidebook.

Conclusion: The guidebook particularly helps students to be more confident in writing a research and they become more knowledgeable of the step-by-step research process thus improving their writing skills and performance.

For further details on the study, contact Mary Ann I. Santos, Aguinaldo J. Santos National High School, at maryann.santos007@deped.gov.ph.

Improving Oral Reading Proficiency of Grade 1 Learners Through Phonics with Music

Introduction: The Philippines was one of several countries with a poor literacy rate, notably in reading skills. Despite efforts to strengthen educational activities, problems remained, with literacy rates falling below global standards. As a result, the Department of Education encouraged the introduction of additional reading-focused interventions. One of these was this study, which aimed to improve students' oral reading skills through the integration of Musical Learning for Enhancement of Reading Skills, or the MLES technique.

Research Overview

Study Title: Improving Oral Reading Proficiency of Grade 1 Learners Through Phonics with Music

Research Conducted By: Imelda E. Libiran and Jennelyn D. Vargas

Duration: September – November 2024

Methodology

Sample Size: The participants in this research were the 20 Grade 1 learners at Mapulang Lupa Elementary School, Pandi North District. 10 pupils from Grade 1 Matapat as the experimental group and 10 Grade 1 pupils from section Matulungin as the control group. They were heterogeneous in terms of age, gender, and social status.

Design: The study utilized the quasi-experimental research method, specifically utilizing a pretest-posttest control group design.

Data Collection: The researchers applied the MLES technique, or Musical Learning for the Enhancement of Reading Skills, followed by formative assessments to evaluate participants' progress and improvement. For the post-implementation, the researcher administered a post-test. The collected data was also thoroughly examined and analyzed to derive meaningful insights and conclusions.

Key Findings: The experimental group raised their pre-test mean score from 13.90 to 24.10 in the post-test assessment, demonstrating a bigger improvement of 10.20 points. The Experimental Group participants obtained a t-statistic of -20.36 along with a p-value of 0.0000 to show their exceptional oral reading capabilities. The Control Group participants experienced statistically significant results through a t-statistic of -12.02 and a p-value of 0.0000, yet the outcome effects were less substantial than the Experimental Group. The strong positive effects of the intervention emerged through overall group analysis, which showed -13.61 as the T statistic and 0.0000 as the p-value.

Implications: The results of this study demonstrate that musical integration improves both reading effectiveness and student engagement during learning activities. Including music during phonics instruction enables teachers to develop classrooms that make their students highly motivated while they become both avid learners and proficient readers.

Conclusion: The study proved that by adding music to phonics learning, students became more participative while achieving better outcomes in oral reading development.

For further details on the study, contact Imelda E. Libiran, Mapulang Lupa Elementary School, Pandi North District, at imelda.libiran@deped.gov.ph.

Numeracy Quest: Elevating Grade 1 Numeracy Skills through Dynamic Learning Techniques

Introduction: Early numeracy skills are vital in developing learners' confidence, logical thinking, and problem-solving abilities. However, results from the Rapid Mathematics Assessment (RMA) and Project All Numerates (PAN) revealed that many Grade 1 learners still struggle with basic addition and subtraction. This study was conducted to address these learning gaps through the use of dynamic, teacher-crafted intervention materials aimed at strengthening foundational numeracy skills.

Research Overview

Study Title: Numeracy Quest: Elevating Grade 1 Numeracy Skills through Dynamic Learning Techniques

Research Conducted By: Ma. Antonietta A. Iletto

Duration: School Year 2024–2025 (August 2024 – May 2025)

Methodology

Sample Size: The study involved a total of 35 Grade 1 learners from San Pascual Elementary School for the School Year 2024–2025, with 24 participants from Gr. I-Masigasig and 25 from Gr. I-Magalang.

Design: Quasi-experimental research using a Non-Equivalent Group Design, where pre-existing control and experimental groups were compared to determine the effectiveness of the intervention.

Data Collection: Data were collected using pretest and posttest assessments, the Rapid Mathematics Assessment (RMA), Project All Numerates (PAN), and teacher-made numeracy tests to accurately measure learners' numeracy performance and progress. The data were analyzed using percentage, mean, and t-test to determine significant improvements in numeracy skills.

Key Findings: The results showed a substantial improvement in the numeracy performance of the experimental group compared with the control group. The experimental group achieved significantly higher posttest scores, as confirmed by the t-test value of $t = -11.696$ with a p-value of 1.823×10^{-13} , indicating a highly significant difference at the 0.05 level.

Implications: The findings show that structured, meaningful interventions and teacher-created, contextualized materials effectively improve numeracy skills, supporting their broader use to help learners at risk and strengthen early grade numeracy outcomes.

Conclusion: The findings indicate that the intervention materials were effective in strengthening the numeracy skills of Grade 1 learners. The substantial improvement in the experimental group's scores demonstrates that targeted, well-designed instructional tools can successfully address early learning gaps and improve foundational mathematical understanding.

For further information about the research, you may contact Ma. Antonietta A. Iletto of San Pascual Elementary School through the email address maantonietta.ileto@deped.gov.ph

Research Brief: Enhancing the Individual Numeracy Competency of Grade 1 Learners through MATHINDI(Mathematical Intervention For Individual Learners) Intervention

Introduction: Mathematics is essential, yet many Filipino learners struggle with basic numeracy, as shown in PISA (2018–2022) and the 2024 Rapid Mathematics Assessment. At Lolomboy Elementary, Grade 1 pupils showed low proficiency in addition, a key foundation for higher math. Despite the Matatag Curriculum, learning gaps persist due to varying abilities. To address this, the MATHINDI intervention, a structured, repetitive practice program was introduced to improve addition skills. This study examines its effectiveness in enhancing Grade 1 numeracy at Lolomboy Elementary.

Research Overview

Study Title: Enhancing the Individual Numeracy Competency of Grade 1 Learners through MATHINDI Interventions

Research Conducted By: Joan R. Asuncion and Paulo Elextheorei F. Jose

Duration: December 5, 2024- March 28, 2025

Methodology

Sample Size: The study involved 62 Grade 1 Learners from Lolomboy Elementary School (SY. 2024-2025). The experimental group had 31 pupils, while the control group had 31 pupils.

Design: The study implemented a structured intervention using scaffolding, repetition, interactive games, and the “I do, we do, you do” approach to enhance learning and build student independence. Pre-tests and post-tests were developed and validated to accurately measure learners’ progress.

Data Collection: The researchers obtained approval from the Schools Division Superintendent of Bulacan, administered a 20-item pre-test, and divided participants into experimental (MATHINDI intervention) and control (traditional teaching) groups. After the intervention, both groups completed a 20-item post-test, and the results were analyzed to determine effectiveness and generate recommendations.

Key Findings: Both groups began with similar numeracy levels, but after the intervention, the experimental group showed significantly higher scores and greater improvement in addition skills. Many learners advanced to high proficiency, confirming the stronger positive impact of the MATHINDI intervention compared to traditional methods.

Implications: The results suggest that structured interventions like MATHINDI effectively improve young learners’ numeracy skills by addressing learning gaps, indicating that teachers should use targeted, interactive strategies to strengthen math foundations.

Conclusion: The study concludes that the MATHINDI intervention significantly improved Grade 1 learners’ addition skills, with the experimental group showing greater progress than the control group, demonstrating the effectiveness of structured, step-by-step strategies in strengthening foundational numeracy.

For further details on the study, contact Joan R. Asuncion and Paulo Elextheorei F. Jose at Lolomboy Elementary School via joan.asuncion@deped.gov.ph / pauloelextheorei.jose@deped.gov.ph or 09209780423/ 09167048741

Larong Pinoy's Effect on Subtraction Mastery

Introduction: The results of recent national and local assessments reveal persistent challenges in numeracy among Filipino learners, particularly in foundational mathematical skills such as subtraction. At Bambang Elementary School, the Division Diagnostic Assessment conducted on August 8–9, 2024 showed that Mathematics recorded the lowest Mean Percentage Score (MPS) among all learning areas. The computed MPS of 55.51 indicates a need for innovative and engaging instructional strategies to improve learners' subtraction skills. To address this concern, the researcher implemented Larong Pinoy, a culturally grounded and play-based learning intervention, to enhance the subtraction mastery of Grade 2 learners. Utilizing traditional Filipino games as instructional tools aims to increase learner engagement, conceptual understanding, and mathematical proficiency.

Research Overview

Study Title: Larong Pinoy: Effect on Grade 2 Pupils in Mastering Subtraction

Research Conducted By: Rovielyn L. Gloria

Duration: January – March 2025

Methodology

Sample Size: The study involved 29 Grade 2 pupils from four sections at Bambang Elementary School, selected through purposive sampling.

Design: A developmental, pre-experimental research using a one-group pretest-posttest design.

Data Collection: A teacher-made subtraction test was administered as both the pretest and posttest. The instructional materials and assessment tools were validated using appropriate evaluation criteria. Learner performance data were analyzed using descriptive statistics and paired samples t-test to determine significant differences between pretest and posttest scores.

Key Findings: The results indicated that Larong Pinoy Game-Based Learning was highly effective in improving the subtraction performance of Grade 2 pupils. The pretest mean scores reflected low mastery in subtraction skills; however, the posttest results showed a significant improvement, demonstrating a substantial enhancement in learners' mathematical performance after the intervention.

Implications: The findings suggest that Larong Pinoy is an effective instructional strategy for improving subtraction mastery among Grade 2 learners. Integrating culturally relevant and interactive games into Mathematics instruction promotes meaningful learning and helps address numeracy gaps.

Conclusion: Larong Pinoy significantly improves the subtraction mastery of Grade 2 learners at Bambang Elementary School. Its integration into Mathematics instruction provides an engaging, culturally responsive, and effective approach to strengthening foundational numeracy skills. The study supports the broader use of play-based and contextualized strategies in elementary Mathematics education.

For further details on the study, contact Rovielyn L. Gloria, Bambang Elementary School, Bulakan District, at rovielyn.litao@deped.gov.ph and 09327335196.

Game-based Mathematics Adventures (GMA): Enhancing the Division

Introduction: Many Grade 3 learners experience difficulty in mastering basic division skills, particularly dividing 2- to 3-digit numbers by a 1-digit number. To address this learning gap, this action research implemented Game-Based Mathematics Adventures (GMA), which integrates board/card games and digital learning platforms to make Mathematics more engaging, interactive, and meaningful for learners.

Research Overview

Study Title: Game-based Mathematics Adventures (GMA): Enhancing the Division

Skills of Grade 3 Learners

Research Conducted By: Sharmine M. Manosca

Duration: February – April 2025

Methodology

Sample Size: The participants consisted of 23 Grade 3 learners from Talitip Elementary School who were identified as emerging, not proficient, or low proficient in division based on the Rapid Mathematics Assessment (RMA).

Design: The study utilized a quasi-experimental one-group pretest-posttest design, which measured the learners' division skills before and after the implementation of the GMA intervention.

Data Collection: Data were gathered using a 20-item teacher-made pretest and posttest aligned with the least learned competency in division. Weekly assessments, score sheets, and learner feedback were also collected to support the quantitative results.

Key Findings: Results showed a significant improvement in learners' performance. The Mean Percentage Score (MPS) increased from 17.40% (pretest) to 77.40% (posttest). Statistical analysis using a paired t-test revealed a significant difference between pretest and posttest scores, indicating that the GMA intervention was effective.

Implications: The findings suggest that game-based and technology-integrated strategies can effectively enhance learners' numeracy skills. GMA promotes active participation, motivation, and mastery of division skills and may be used as an intervention for other Mathematics competencies and grade levels.

Conclusion: The study concluded that Game-Based Mathematics Adventures significantly improved the division skills of Grade 3 learners. The integration of games, cooperative learning, and digital tools proved to be an effective approach in addressing learning gaps in Mathematics. The intervention is recommended for wider adoption and further implementation in elementary classrooms.

For further details on the study, contact Sharmine M. Manosca, Talitip Elementary School, Bulakan District, at sharmine.manosca@deped.gov.ph and 09814720850.

Mathematics

Utilizing Manipulatives in Three Modes of Representation: Its Effects on Grade 3 Performance in Addition

Introduction: This study investigates the effectiveness of utilizing manipulatives through the enactive, iconic, and symbolic modes of representation in improving the addition performance of Grade 3 learners of Tambubong Elementary School. It aims to determine whether this multisensory, learner-centered approach leads to significantly better outcomes compared to traditional chalk-and-board instruction..

Research Overview

Study Title: : Utilizing Manipulatives in Three Modes of Representation: Its Effects on Grade 3 Performance in Addition

Research Conducted By: Robert M. Gadon

Duration: October 2024– January 2025

Methodology

Sample Size: The study involved 52 Grade 3 pupils of Tambubong Elementary School in Barangay Tambubong, Bocaue, Bulacan, selected using purposive sampling based on low RMA and teacher – made pretest results.

Design: This study employed an experimental research design, specifically utilizing a two-group pretest-posttest methodology.

Data Collection: Pretest and posttest assessments measured learners' performance, with weekly tests tracking progress during the four-week intervention. Orientation and informed consent ensured proper participation, and unique codes maintained confidentiality. Data were analyzed using descriptive statistics, paired t-tests, and effect size measures to evaluate the intervention's effectiveness.

Key Findings: The manipulative-based intervention using enactive, iconic, and symbolic modes led to significant gains in addition performance. Experimental group scores rose from 14 to 25.42, while the control group increased from 15.73 to 20.15. Weekly results showed consistently stronger performance in the experimental group, and statistical tests confirmed highly significant improvements ($p < 0.0001$) with a moderate to large effect size ($d = 0.68$).

Implications: Using manipulatives across three modes of representation improves learners' understanding and retention in addition, providing a practical way to address basic math difficulties. It also keeps students actively engaged and supports different learning styles.

Conclusion: Utilizing manipulatives through enactive, iconic, and symbolic representations significantly improves Grade 3 learners' addition skills, supporting the integration of multisensory and representational teaching strategies in mathematics instruction..

For further details on the study, contact Robert M. Gadon, Tambubong Elementary School, Bocaue District, at robert.gadon@deped.gov.ph.

The Effectiveness of Video Lessons to Increase Pupils' Performance in Multiplying Numbers

Introduction: The study aimed to investigate the effectiveness of video lessons in increasing multiplication skills among Grade 3 pupils. Multiplication is a fundamental concept in mathematics, and mastering it is crucial for future academic success. However, many pupils struggle with multiplication, and teachers need effective strategies to teach this concept. This study explored the use of video lessons as a potential solution.

Research Overview

Study Title: The Effectiveness of Video Lessons to Increase Pupils' Performance in Multiplying Numbers

Research Conducted By: Novabel B. Ragiles

Duration: February-March 2025

Methodology

Sample Size: The study involved 25 Grade 3 pupils from Northville V Elementary School, District of Bocaue.

Design: A quasi- experimental design was utilized in this research

Data Collection: The pupils underwent a pre-test to assess their multiplication skills before the intervention. The intervention consisted of video lessons designed to teach multiplication skills, and the pupils' performance was tracked throughout the study. A post-test was administered after the intervention to assess the pupils' multiplication skills.

Key Findings: Pupils' multiplication skills were relatively low before the intervention, with a mean score of 2.60 (SD=2.06). After using video lessons, pupils' post-test scores significantly improved, with a mean score of 14.68 (SD=0.69). The paired t-test results showed a significant difference between pre-test and post-test scores ($t(24) = -27.73, p < .001$), indicating the effectiveness of video lessons in enhancing multiplication skills. Pupils achieved a high level of mastery in multiplying numbers, with an average mean score of 95.6 in activities and 96.28 in assignments.

Implication: Teachers can consider incorporating video lessons into their teaching practices to enhance pupils' multiplication skills.

Conclusion: The study suggests that video lessons can be an effective tool in enhancing Grade 3 pupils' multiplication skills. The findings have implications for teaching practices and future research.

For further details on the study, contact Novabel B. Ragiles, Northville V Elementary School, Bocaue District, at novabel.ragiles001@deped.gov.ph and 09323625724.

LIMD: Supplementary Tools in Overcoming Pupils' Subtraction Difficulty

Introduction: Pinagkuartelan Integrated School created manipulative devices integrated with technology to address the learning difficulty in subtraction of Grade 3 pupils. According to the result Project AN, Grade 3 gained the lowest MPS of 10.47%, this is way lower than the other grade levels. Based on the analysis, Grade 3 learners have difficulty in solving problems/equations related to Subtraction. The school has planned to implement the intervention among 36 Grade 3 pupils for the school year 2024-2025.

Research Overview

Study Title: LIMD: Supplementary Tools in Overcoming Pupils' Subtraction Difficulty

Research Conducted By: George Anthony d.U. Dandan, Dianne M. Mariano, Divina S. Arena

Duration: September 2024 – March 2025

Methodology

Sample Size: The participants of this study will be composed of 36 grade 3 pupils from Pinagkuartelan Integrated School in Pandi, Bulacan enrolled this school year 2024-2025 who said to have difficulty in Subtraction. Purposive sampling technique will be used to determine the number of respondents from Grade 3 pupils who are currently enrolled in Pinagkuartelan IS. Two groups will be formed. The first group without intervention is controlled group while the group with intervention is known as experimental group.

Design: Quasi-Experimental Research method

Data Collection: The LIMD was implemented among 62 participants for 5 weeks during the 30-minute remediation before the afternoon classes start. After some series of remediation, teacher-made posttest similar to the pretest will be conducted to know if the participants' performance in solving Subtraction improves.

Key Findings: From the pretest to the posttest, both groups showed notable improvement. The experimental group outperformed the control group by over three times (16.11 vs. 5.94). For both pairs, the extremely low p-values ($<.001$) and very high t-values show that the improvements are not the result of chance. According to the earlier descriptive statistics, the experimental treatment/intervention had a significant and reliable impact (all posttest scores were 20). These outcomes provide compelling evidence of the intervention's efficacy for the experimental group.

Implications: The intervention had a profound and reliable impact on the experimental group, as evidenced by the uniform perfect posttest scores.

Conclusion: Both the control and experimental groups showed significant improvements from pretest to posttest, with the experimental group outperforming the control group by over three times. The results, supported by very high t-values and low p-values, strongly indicate that the improvements were statistically significant and not due to random variation..

For further details on the study, contact George Anthony D.U. Dandan, Pinagkuartelan Integrated School, Pandi North District, at georgeanthony.dandan@depd.gov.ph and 09169995285.

Improving the Multiplication Skills of Grade Three Learners Through Math Racetrack Worksheets

Introduction: This study focused on improving the multiplication skills of Grade 3 learners at Sulok Elementary School during the Second Quarter of School Year 2024–2025 through the use of Math Racetrack Worksheets. Results from the Rapid Mathematics Assessment (RMA) revealed that many learners struggled with basic multiplication facts, emphasizing the need for an engaging and effective intervention. To address this, the Math Racetrack Worksheets were implemented for guided practice, and learners' performance was assessed before and after the intervention to evaluate its impact.

Research Overview

Study Title: Improving the Multiplication Skills of Grade Three Learners Through Math Racetrack Worksheets

Research Conducted By: Sheryll P. Castro

Duration: January 6, 2025 - March 17, 2025

Methodology

Sample Size: The study involved 30 Grade 3 learners from Sulok Elementary School, selected through purposive sampling based on their Rapid Mathematics Assessment (RMA) results to focus on those struggling with multiplication skills.

Design: The study used a quasi-experimental, one-group pretest-posttest design to measure Grade 3 learners' multiplication skills before and after the Math Racetrack Worksheets intervention and evaluate its effectiveness.

Data Collection: Data were collected in three phases. The first phase, pre-intervention, involved administering a 20-item multiplication pretest to the participants. The second phase, during the intervention, consisted of implementing the Math Racetrack Worksheets every other day after class, with all data from the activities gathered, documented, and saved for analysis. The third phase, **post-intervention**, involved administering a 20-item multiplication post-test to the participants after completing the intervention period.

Key Findings: The pretest results showed that many participants did not meet the minimum proficiency level in multiplication. Following the Math Racetrack Worksheets intervention, all participants achieved the required proficiency, indicating that the strategy was well-structured, engaging, and effective in improving learners' multiplication skills.

Implications: The results of this study imply that the Math Racetrack Worksheets intervention is an effective strategy for improving Grade 3 learners' multiplication skills, suggesting that teachers should consider incorporating this approach in their lessons to enhance understanding, boost learner engagement, and support mastery of basic math competencies.

Conclusion: The study showed that the Math Racetrack Worksheets helped learners improve their multiplication skills. The worksheets were easy to follow and suited different learning styles, keeping learners interested and engaged. The intervention was effective and useful for learning multiplication.

For further details on the study, please contact Sheryll P. Castro, Sulok Elementary School, Balagtas District, sheryll.castro@deped.gov.ph

Enhancing Addition Skills of Grade 3 Learners Through Picture-Based Calculating (Picto-Cal) Learning Activity Sheets

Introduction: The Picto-Cal Method is a systematic approach to teaching addition up to three digits without regrouping, which typically utilizes visually-rich instructional materials presented as an art form. At the school level, integrating Picto-Cal aligns with modern pedagogical approaches, promoting engagement and improving retention in mathematics, a crucial subject for academic success. The performance and numeracy assessment in the administration of Rapid Math Assessment (RMA) at Parada Elementary School in Sta. Maria District revealed an average to lower level of numeracy skills among learners. This condition raises concerns for teachers and the academic community. Hence, difficulties in learning addition up to three digits without regrouping and problem-solving may hinder motivation to learn the subject.

Research Overview

Study Title: Enhancing Addition Skills of Grade 3 Learners Through Picture-Based Calculating (Picto-Cal) Learning Activity Sheets

Research Conducted By: Leile Flor DR. Mateo/ Jose T. Linsao Jr./ Rossana M. Lacson

Duration: September 2024- April 2025

Methodology:

Sample Size: 20 Grade 3 students identified as non-numerates during the academic year 2024-2025.

Design: mixed methods research approach, combining both quantitative and qualitative methodologies.

Data Collection: researcher-made pre and post assessment/ RMA Test

Key Findings: The implementation of Picture-Based Calculating materials (PICTO-CAL) significantly improved the mathematics interest, performance and engagement of Grade 3 learners at Parada Elementary School.

Implication: Based the result of post-test, the mean score of satisfactory level means that typical value or score of the respondent falls above half of the total points. This also indicates that use of Pictocal as a teaching strategy has a huge impact on the performance of the respondents.

Conclusion: Overall, the development of Picto-Cal represents a significant step towards advancing inclusive mathematics education, offering a promising avenue for supporting learners with dyscalculia and other challenges in developing mathematical proficiency and confidence.

For More Information: Leile Flor DR. Mateo-0917 621 1878 /
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USE OF MATHINIK PICTO-CAL: Effect in Enhancing the Mathematical Skills in Subtraction of Grade 3 Learners

Introduction: This research assessed the impact of Mathinik Picto-Cal on the mathematical skills of Grade 3 learners at Pulilan Central School, specifically focusing on subtraction. Employing a quasi-experimental design, the study compared the subtraction abilities of learners taught with Mathinik Picto-Cal to those taught using traditional methods.

Research Overview

Study Title: USE OF MATHINIK PICTO-CAL: Effect in Enhancing the Mathematical Skills in Subtraction of Grade 3 Learners

Research Conducted By: Mariel B. Reyes

Duration: February 2025 – April 2025

Methodology

Sample Size: The study participants were 35 Grade 3 students from Pulilan Central School. These students were purposively selected and divided into 17 learners for control group and 18 learners for experimental group to ensure group comparability.

Design: A quasi-experimental pretest-posttest control group design was employed in the study.

Data Collection: Data were collected using standardized numeracy pre- and post-tests administered to both groups. Descriptive statistics and the Mann-Whitney U test were used to analyze the results and determine significant differences in subtraction skills between the groups.

Key Findings: The results showed that learners in the experimental group, who received the Mathinik Picto-Cal intervention, demonstrated improved subtraction skills. The Mathinik Picto-Cal intervention was effective in enhancing learners' performance in solving subtraction problems, as evidenced by statistically significant results in post-test scores compared to the control group, which showed no significant improvement.

Implications: Based on research findings, teachers can use the Mathinik Picto-Cal intervention to effectively support students who experience difficulties in solving subtraction equation and problems. Furthermore, engaging parents in the learning process is crucial for maximizing the intervention's impact and promoting sustained improvement.

Conclusion: The statistical analysis showed a significant difference in performance, with the experimental group demonstrating superior subtraction skills compared to the control group. These findings support the conclusion that the Mathinik Picto-Cal intervention is more effective than traditional instruction for enhancing students' subtraction abilities.

For further details on the study, contact Mariel B. Reyes, email: mariel.reyes001@deped.gov.ph, Pulilan Central School.

Offline Gamification to Enhance Grade 4 Pupils' Competence in Fractions

Introduction.

Fractions are important math ideas that many fourth graders find hard to understand because they are not concrete. At Tibig Elementary School, students don't seem to grasp or use fractions well. Offline gamification is a fun, student focused method that adds games and practical activities to classroom lessons without using computers. This study looks at how effective this approach is in helping fourth graders better understand and use fractions by making learning more active, interesting, and meaningful.

Research Overview

Study Title: Offline Gamification to Enhance Grade 4 Pupil's Competence in Fractions

Research Conducted By: Enrico G. Macalinao

Duration: January – April 2025

Methodology

Sample Size: The study involved 30 Grade 4 pupils from 4 Del-Pilar at Tibig Elementary School in Barangay Tibig, Bulakan, Bulacan. The participants were chosen from the population of Grade 4 pupils as a total number of respondents who did not achieve or exceed the MPL in Mathematics based on the Regional Diagnostic Assessment results. In the study, the researcher prepared a pre-test and post-test to specifically determine the competence of pupils in the fraction.

Design: A developmental, pre-experimental research using a one-group pretest-posttest design.

Data Collection: Instructional materials were made and checked using the LRMDs tool. Students' skills were tested before and after the lab work using a scoring guide. The questions made by the teacher was used to find out what students thought and felt. Then, paired-samples t-tests were used to see if the teaching method worked well.

Key Findings: The paired t-test showed a significant improvement in the 30 Grade 4 learners' fraction competence, with a mean increase of 8.33 (SD = 2.07), $t(29) = 13.24 > 1.70$, $p < 0.05$. Cohen's $d = 2.79$ indicated a very large effect, demonstrating that the intervention had a strong and meaningful impact.

Implications.

Offline gamification helps make fraction lessons more interesting, clear, and fun for Grade 4 students. It boosts their understanding, keeps them motivated, and makes them more involved in class. It also helps teachers provide inclusive, affordable, and effective instruction.

Conclusion: Offline gamification helps Grade 4 students improve their understanding of fractions by making learning fun, interactive, and easy to grasp. It encourages students to take an active role, stay motivated, and gain a stronger grasp of math ideas. This approach also supports teachers in using fair and useful methods to teach.

For further details on the study, contact Enrico G. Macalinao, Tibig Elementary School, Bulakan District, at enrico@deped.gov.ph and 09685203570.

SUKAT: (Strategic Use of Kinesthetic Activities in Teaching): Enhancing Grade 4 Learners' Performance in Mathematics through Kinesthetic Games

Introduction: Many Grade 4 learners struggle with solving the perimeter of quadrilaterals. SUKAT introduces movement-based, kinesthetic activities to make learning more interactive. This study examined how SUKAT improved the performance of 30 Grade 4 Matatag learners who scored below 60% in their First Periodical Examination.

Research Overview

Study Title: SUKAT (Strategic Use of Kinesthetic Activities in Teaching): Enhancing Grade 4 Learners' Performance in Mathematics through Kinesthetic Games

Research Conducted By: Ana May DG. De Guzman, Lyka C. Cristobal, Ma. Christina M. Morales

Duration: February 2025 to March 2025

Methodology

Sample Size: This study focused on 30 Grade 4 Matatag learners who identified as needing additional support in numeracy.

Design: This study employed a quantitative research design using a quasi-experimental approach. Specifically, the one-group pretest-posttest design was utilized.

Data Collection: The study began with an orientation for the Grade 4 learners and their parents, explaining the objectives and consent procedures. A 30-item pretest was administered to assess learners' skills in solving the perimeter of quadrilaterals. The SUKAT intervention, consisting of kinesthetic activities and exercises, was conducted daily for 30 minutes over four weeks. After the program, a 30-item posttest measured learners' improvements, with participants' identities protected through unique codes.

Key Findings: The study involved 30 Grade 4 learners whose pretest and posttest results in solving the perimeter of quadrilaterals showed improved performance after the implementation of SUKAT (Strategic Use of Kinesthetic Activities in Teaching). Normality testing using the Shapiro-Wilk Test ($W = 0.946$, $p > 0.05$) confirmed that the data were normally distributed, allowing the use of parametric statistics, including mean, MPS, and a paired t-test, which revealed a significant improvement after the intervention.

Implications: The SUKAT intervention significantly improved the performance of Grade 4 Matatag learners in solving the perimeter of quadrilaterals. Learners were more engaged and motivated, finding the kinesthetic activities enjoyable while enhancing their understanding and mastery of mathematical concepts.

Conclusion: SUKAT effectively enhanced learners' mastery of solving the perimeter of quadrilaterals. The movement-based approach improved the mathematical performance of Grade 4 Matatag learners.

For further details on the study, contact Ana May DG. De Guzman at Bunducan Elementary School via anamay.deguzman@deped.gov.ph 09326674578

Routine Approach Using Supplementary Activity Kit: Efficacy for Grade 4 Learners' Performance in Solving Fractions

Introduction: The research sought to determine the effectiveness of a routine approach using a supplementary routine activity kit in solving fractions in the fourth quarter of mathematics for grade 4 learners. It specifically aimed to describe the performance of the learner-participants in solving fractions before and after implementing the proposed strategy.

Research Overview

Study Title: Routine Approach using Supplementary Activity Kit: Efficacy to Grade 4 Learners' Performance in Solving Fraction

Research Conducted By: Kathleen Crisha M. Dantis, MAEd

Duration: February–April, 2025

Methodology

Sample Size: The participants were fifty (50) Grade 4 learners from Maligaya Elementary School, comprising two (2) sections, 20 males and 30 females. Based on the 40-item teacher-made diagnostic test, most of the learners in the experimental group had difficulty solving fractions.

Design: The research applied a quantitative approach utilizing a pre-test-post-test control group design. It either receives an intervention (experimental group) or does not (control group). This design involves administering a test before and after implementing a routine approach to experimental and control groups of participants. .

Data Collection: A pre-test was administered among the learner-participants of Grade 4 learners of Maligaya Elementary School for school year 2024-2025 on November 15, 2024. For a period of four weeks in March 2025, the proposed strategy was implemented with the learner participants following three phases, namely, (1) I Do: Teacher's Discussion, (2) We Do: Guided practice with the teacher and peer, and (3) You Do: Independent practice. Then, after implementing the proposed strategy, the experimental and control groups answered the posttest on April 1, 2025.

Key Findings: Based on the findings, Grade 4 Bonifacio learners who were in the experimental group improved mastery of the learning competencies related to fractions. The implementation of the routine approach using a supplementary activity kit greatly affects the improvement of Grade 4 learners' performance in solving fractions.

Implications: Teachers should consider implementing the Routine Approach using a supplementary activity kit not only in mathematics but across all subjects and in other schools within or outside the district of San Miguel North. The executed intervention strategy may be adopted and applied to another experiment that can enhance learners' knowledge and skills. This routine approach using a supplementary activity kit proved that it could elevate the problem-solving skills of grade 4 learners through the given phases, namely, I do, You Do, and We Do.

Conclusion: The research shows that the Routine Approach using the Supplementary Activity Kit effectively improved Grade 4 learners' performance in solving fractions through routine/day-to-day activities. .

For further details on the study, contact Kathleen Crisha M. Dantis, Sapang Elementary School, at the email address kathleencrisha.manahan@deped.gov.ph.

Enhancement of the Division Skills of the Grade 4 Learners Through the Use of Division Facts Sheets

Introduction: This research focuses on enriching the mastery of basic Division Skills among Grade 4 learners using Division Fact Sheets. Using the intervention material Division Fact Sheets into Mathematics subjects and instruction this study aims to enrich and improve grade 4 learners division skills.

Research Overview

Study Title: Enhancement of the Division Skills of the Grade 4 Learners Through the Use of Division Facts Sheets

Research Conducted By: Crizar R. Arceo

Duration: February to April 2025

Methodology

Sample Size: The study involved 56 Grade 4 pupils (31 male, 25 female) at Balatong B Elementary School in Barangay Balatong B, Pulilan, Bulacan, selected using purposive sampling based on low DDA and Project All-Numerates Results.

Design: This study utilized quasi-experimental-method research design that gathered both quantitative and qualitative data and attained the objectives of the study. This two-phase design collected and analyzed the quantitative data, then the qualitative results from the interview.

Data Collection: The researcher gathered and consolidated the results of the pre-test to identify the level of division skills of Grade four learners. The researcher utilized the Division Facts Sheets to grade four learners. The intervention material was provided individually to the learner participants. There were evaluation tools to monitor the progress in division facts skills of the learners. 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 53.57%, while posttest scores significantly improved to 71.43%, reflecting a substantial enhancement in pupils' division skills. Paired samples t-tests showed a significant difference $t(27) = -26.33, p < .05$. Since the absolute value of -26.33 is 26.33 it is still greater than .05. These results suggest that the use of division facts sheets enhanced the division skills of the grade 4 learner-participants. Pupils' perceptions were also positive, during the used of the given intervention materials.

Implications: Division facts sheets effectively enhance the division skills of grade 4 learners under experimental group and the said material also motivate learners to perform tasks in Mathematics.

Conclusion: The use of the division fact sheets helped enhance the division skills of Grade four learner-participants under the experimental group.

For further details on the study, contact Crizar R. Arceo, Balatong B Elementary School, Pulilan District, at Crizar.arceo@deped.gov.ph and 09088143169.

RMT: A Grade 4 Math Teaching Intervention for Mastering Four Fundamentals

Introduction: This action research aimed to determine the effect of the integration of RMT workbook (Remedial Math Teaching) as an intervention for Grade 4 pupils of Gabihan Elementary School. This intervention helps to address the learning gap in Mathematics particularly in the Four Fundamental operations.

Research Overview

Study Title: RMT: A Grade 4 Math Teaching Intervention for Mastering Four Fundamentals

Research Conducted by: Ariel D. Jamlid

Duration: October to November 2024

Methodology

Sample Size: The sample size of this study consisted of 36 Grade 4 Mt. Samat learners (21 Males and 15 Females), who mostly obtained an average range from 78-85 and most of them are from 4P's family.

Design: This action research employed the quasi-experimental design. This design is suited for this research as this is the approach used to evaluate the effectiveness of the intervention without the use of random assignment to treatment and control groups.

Data Collection: Data collection for this study involved administering a pretest and posttest to evaluate the learners' performance in Mathematics.

Key Findings: The results indicated that learners who underwent the RMT sessions improve their performance in answering four fundamental operations.

Implications: The findings suggest that the integration of RMT workbook as part of their remedial sessions help the learner to get close the gap in learning four fundamental operations of Math. It also shows the effectivity of the workbook in integrating four fundamentals of Math in the daily routine of grade 4 learners.

Conclusions: The RMT intervention had a statistically significant positive impact on the experimental group, as indicated by enhanced scores and decreased score variability. The absence of significant change in the control group confirms that the improvement in the experimental group is due to the intervention, rather than other factors.

For more information: For further details on the study, contact Ariel D. Jamlid, Gabihan Elementary School and ariel.jamlid@deped.com.ph

Inclusivity and Mathivity for Series of Operations

Introduction: Despite the fact that many learners are exceptionally good at problem-solving, geometry, and numeracy, some learners find math so difficult that it overwhelms, upsets, or terrifies them whenever they have to do anything involving it. To address this concern, the researcher aimed to develop Project Inclusivity and Mathivity to increase the learners' mastery in series of operations at Umpucan Elementary School, Schools Division of Bulacan.

Research Overview

Study Title: Inclusivity and Mathivity for Series of Operations: The Practical Way of Teaching Math

Research Conducted By: Marvin C. Lapuz

Duration: October – December 2024

Methodology

Sample Size: The participants of this study are the 46 Grade 5 Maaasahan learners of Umpucan Elementary School who struggle in performing series of operations on whole numbers applying PMDAS or GMDAS. The participants also were classified as numerates, nearly numerates and non-numerates after the pretest.

Design: Mixed-method 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 pretest and posttest. The Wilcoxon Signed-Rank Test and Matched-Pairs Rank Biserial Correlation for Effect Size were used to determine the significant difference between the Grade 5 students' pretest and posttest scores.

Key Findings: For the results, pretest and posttest posted a computed p-value of .000 with a p-value of 0.000. By that, the first null hypothesis was rejected and concluded that there is a significant difference between the numeracy level of Grade 5 learners in pretest and posttest. Students' perceptions were also positive, with a mean rating of 4.94 out of 5, indicating that Project Inclusivity and Mathivity effectively improve students' mathematical performance.

Implications: The study indicates that Project Inclusivity and Mathivity were effective instructional methods that can effectively improve students' mathematical performance.

Conclusion: The study confirmed that Project Inclusivity and Mathivity significantly improved the mathematics performance of Grade 5 learners.

For further details on the study, contact Marvin C. Lapuz, Umpucan Elementary School, San Ildefonso North District, at marvin.lapuz@deped.gov.ph

Addressing the Learning Adversities of Grade 5 pupils in Mathematics (ALAMath) through ClassMentor Strategy

Introduction: Poor quality education has been a major concern in the basic education. The Department of Education (DepEd) is continuously facing challenges in the delivery of quality education services specially the literacy and numeracy development. This action research addresses the learning adversities of Grade 5 struggling pupils in Mathematics. The researcher implemented an intervention program to provide pupils with ClassMentor assisted activities in Gen. Gregorio del Pilar Integrated School Schools, Division of Bulacan.

Research Overview

Study Title: Addressing the Learning Adversities of grade 5 pupils in Mathematics (ALAMath) through ClassMentor Strategy

Research Conducted By: Angelica P. Tolentino, PhD

Duration: February – April 2025

Methodology

Sample Size: This study was conducted to sample size of 33 struggling pupils in the three sections of Grade 5 heterogenous classes. These pupil-participants were paired to their ClassMentors during the implementation of ALAMath through ClassMentor Strategy.

Design: This research utilized explanatory sequential mixed methods research design.

Data Collection: The ALAMath worksheets were checked and validated by district LRMDs quality assurance team. This instructional material was pilot tested to 10 non-participant grade 5 pupils. A 3-item teacher-made questionnaire captured student experiences and perceptions. Paired samples t-tests analyzed the effectiveness of the intervention.

Key Findings: The results revealed significant improvement on the numeracy skills of the struggling pupils. Paired samples t-tests showed a significant difference ($p = 3.591E-19 < 0.05$) between pretest and posttest scores. Pretest scores averaged 38.50, while posttest scores significantly improved to 84.85, reflecting enhancement in pupils' numeracy skills. An increase of 46.35 in the mean percentage score was achieved, calculated a percentage of increase of 120.39%. Furthermore, pupils' perceptions indicate the positive impact of ClassMentor Strategy.

Implications: ClassMentor Strategy was effective to guide the struggling pupils master the division facts through repetition and peer tutoring techniques.

Conclusion: ALAMath through ClassMentor Strategy significantly improves the numeracy skills of grade 5 struggling pupils.

For further details on the study, contact Angelica P. Tolentino, Gen. Gregorio del Pilar Integrated School, Bulakan District, at angelica.tolentino002@deped.gov.ph and 09685056181.

MATHeractive 5: Technology-Enhanced Learning (TEL) in Developing Mathematical Skills through Real-Life Scenarios

Introduction: Filipino learners continue to struggle in mathematics, as shown in the 2018 PISA results and the school-based pretest of Project All Numerates in Malibo Bata Elementary School. In response, this study introduces MATHeractive 5: Technology-Enhanced Learning (TEL), an interactive digital tool designed to improve Grade 5 learners' skills in key topics such as Area of a Circle, Volume of Solids, Temperature, Line Graphs, and Probability. Through a mixed-methods explanatory sequential design, the study examines the effectiveness of this intervention in boosting learners' performance and enhancing their overall learning experience.

Research Overview

Research Title : MATHeractive 5: Technology-Enhanced Learning (TEL) in Developing Mathematical Skills through Real-Life Scenarios

Research Conducted By: Mary Anne D. Santos

Duration: January 2024- March 2024

Methodology

Sample Size: The participants of this study are 24 learners from Grade 5: consisted of 14 male and 10 female from sections Charity and Frugality of Malibo Bata Elementary School of School Year 2024-2025. The participants are heterogeneous in terms of academic grades in the first quarter.

Design: Mixed Method research, particularly Explanatory Sequential Research Design.

Data Collection: The data-gathering procedure began with securing approvals, preparing instruments, selecting participants, and distributing assent letters. During the experimental phase, a pretest was administered, the MATHeractive 5: TEL intervention was implemented, and a posttest and interviews were conducted to measure its effectiveness. Quantitative data were encoded in MS Excel, while qualitative responses were coded into themes. Finally, both data sets were analyzed, and the results were compiled and shared to guide future practices and interventions.

Key Findings: The results reveal a significant improvement or a significant difference in the posttest scores between the control and experimental groups of Grade 5 learners. With a p-value of 0.001, which is below the alpha level of 0.05. Thus, the "null hypothesis is rejected," which confirms that there is a statistically significant difference in the performance of the two groups. Furthermore, the large effect size of 0.755 highlights that the observed difference is statistically significant, which emphasized great impact of MATHeractive 5: Technology-Enhanced Learning (TEL) on the performance of the experimental group compared to the control group.

Implications: The findings imply that technology-enhanced tools like MATHeractive 5: TEL can significantly improve mathematical learning, highlighting the need to integrate such tools into the curriculum. Schools may benefit from creating localized materials, training teachers to use interactive resources, and designing lessons that blend traditional and digital methods.

Conclusion: The study concludes that Grade 5 learners initially showed low mastery in mathematics, but the use of MATHeractive 5: Technology-Enhanced Learning (TEL) led to significantly greater improvement compared to traditional instruction. Statistical tests confirmed the strong effectiveness of the intervention, showing significant differences between pretest and posttest scores and a large effect size. Overall, MATHeractive 5: TEL proved to be a highly effective tool for enhancing learners' mathematical performance through engaging and interactive learning experiences.

For further details on the study please contact Ms. Mary Anne D. Santos of Malibo Bata Elementary School with this email address maryanne.santos@deped.gov.ph

Mathematics

MATH Worksheets and Integrative Student Education (MATH WISE) Approach: Enhancing the Proficiency Level in Mathematics of Grade 5 Learners

Introduction: The decline in math learning brought about by learning disruptions and learning losses in the previous years is a contributing factor as to why learners need further mastery of pre-requisite skills in Mathematics. To address this prevalent problem, schools and teachers need to implement differentiated instruction, while providing additional support to struggling students, and leveraging constructive instruction or guided learning with utilization of technology to effectively facilitate 21st century learning. The study aimed to highlight the notable improvements, and observations as results of MATH-WISE implementation among Grade 5 pupils of Bunsuran Elementary School, Pandi South District, Schools Division of Bulacan.

Research Overview

Study Title: MATH Worksheets and Integrative Student Education (MATH WISE)
Approach: Enhancing the Proficiency Level in Mathematics of Grade 5 Learners

Research Conducted By: Rosalie D. Intacto

Duration: November 2024 – May 2025

Methodology

Sample Size: The study involved forty-two (42) purposely selected Grade 5 learners who passed the criteria which comprised of thirty-four (34) non-numerates and eight (8) nearly-numerates. They became the respondents of the study who made up for 42 Grade 5 learners for experimental group, and another set of 42 Grade 5 learners for control group also participated in the study.

Design: experimental research using two groups - pretest and posttest design

Data Collection: use of teacher-made harmonized worksheets, observation entries and interviews to describe the impact of MATH-WISE Approach among the participants of the study.

Key Findings: The paired sample t-test result revealed that there was a significant difference between the pre-test and post-test scores of experimental groups as computed t-test value (14.39) was greater than critical t-test value (2.021) under the degree of freedom of 41. Learners perceived that “MATH-WISE Approach” was implemented effectually, with levels of “Strongly Agree”.

Implications: The use of the MATH-WISE aided the pupils to solve multi-step word problems involving multiplication, addition, or subtraction, thereby improving the proficiency level in mathematics among grade 5 learners.

Conclusion: MATH-WISE Approach, coupled with harmonized worksheets, significantly improve Grade 5 pupils’ understanding of word problems with grasp on the use of fundamental operations.

For further details on the study, contact Rosalie D. Intacto, Bunsuran Elementary School, Pandi South District, at rosalie.intacto@deped.gov.ph and 09422199323.

C.U.B.E.S. Method with Teacher-Made Word Problems: Its Effect on the Grade 6 Learners' Performance in Problem Solving

Introduction: This study evaluated the effectiveness of the C.U.B.E.S. Method with Teacher-Made Word Problems on the problem-solving skills of Grade 6 – Garnet learners for the school year 2024–2025. Specifically, it aimed to assess learners' performance in problem-solving before and after implementing the method.

Research Overview

Study Title: C.U.B.E.S. Method with Teacher-Made Word Problems: Its Effect on the Grade 6 Learners' Performance in Problem Solving

Research Conducted By: Colleen Cloie Ann M. Batac, PhD and Rosalie M. Bognot

Duration: November 2025 – March 2026

Methodology

Sample Size: The study involved 21 Grade 6 – Garnet learners from Malinao Elementary School, comprising 11 males and 10 females. Analysis of their First and Second Periodical Test results in Mathematics 6 (SY 2024–2025) indicated difficulties in problem-solving.

Design: The research used a quantitative one-group pre-test–post-test design, in which a non-random group of participants was tested before and after exposure to a specific intervention or strategy.

Data Collection: A Pre-Test was administered to Grade 6 – Garnet learners at Malinao Elementary School on November 20, 2025. The C.U.B.E.S. Method with Teacher-Made Word Problems was implemented during Mathematics lessons from February 17 to March 21, 2025, followed by a Post-Test on March 27, 2026. The results were then tabulated, analyzed, and compared.

Key Findings: The C.U.B.E.S. Method with Teacher-Made Word Problems significantly enhanced Grade 6 – Garnet learners' problem-solving skills, boosting mastery, engagement, and motivation. Pretest and posttest scores increased from 9.24 to 17.48 ($t = -11.656$, $p = .000$), indicating a statistically significant improvement.

Implications: The findings show that the C.U.B.E.S. Method with teacher-made word problems enhances learners' problem-solving skills, engagement, and motivation, and is recommended for promoting deeper understanding and strategic thinking in mathematics.

Conclusion: The study concludes that the C.U.B.E.S. Method with teacher-made word problems significantly improved Grade 6–Garnet learners' problem-solving performance, enhancing their understanding, engagement, and mastery of key mathematical skills.

For further details on the study, For further details on the study, contact Colleen Cloie Ann M. Batac, PhD and Rosalie M. Bognot, Malinao Elementary School on the email address: colleencloieann.batac@deped.gov.ph and rosalie.bognot@deped.gov.ph

GAMIFIED BUTTERFLY METHOD: A Strategy in Improving in Improving the Grade 6 in Pupil's Competency in Fraction

Introduction: Recent diagnostic results reveal that many Grade 6 learners continue to struggle with foundational skills in fractions, which indicates that they require strengthened interventions. In response, this study explores the Gamified Butterfly Method as a meaningful strategy to support learners and enhance their mathematical understanding.

Research Overview

Study Title: GAMIFIED BUTTERFLY METHOD: A Strategy in Improving the Grade 6 Pupil's in the Competency in Fraction.

Research Conducted By: Ruth R. Santos

Duration: November 2024 - February 2025

Methodology

Sample Size: The study involved 40 Grade 6 pupils from Arsenio Santos Memorial Elementary School during the 2024-2025 school year, all of them whom failed the diagnostic test. Using the Fishbowl Method, pupils were randomly assigned into two groups in the experimental group received the Gamified Butterfly Method, while into the control group received tradition.

Design: A mixed method approach, which included quantitative(numbers), qualitative(interviews) and experimental research 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- test evaluations using a rubric. A 40-item teacher-made questionnaire captured student experiences and perceptions. Paired samples t-tests analyzed the effectiveness of the intervention.

Key Findings: The results show that both groups started with low pre-test scores, the experimental group improved more (29.15 vs. 20.60), and the significant t-test ($t(38) = 6.877, p < 0.001$) confirms that the Gamified Butterfly Method was more effective than traditional instruction in enhancing pupils' fraction skills.

Implications: Implementing the Gamified Butterfly Method can improve students' understanding and engagement in learning fractions.

Conclusion: The Gamified Butterfly Method is significantly more effective than traditional instruction in improving Grade 6 pupils' fraction-solving skills, likely due to its engaging, visual, and interactive features that make abstract concepts easier to understand and apply.

For further details on the study, contact Ruth R. Santos, Arsenio Santos Memorial Elementary School, Calumpit North District, at ruth.santos@deped.gov.ph.

PDS (Plan, Do & See) Approach in Improving Problem Solving Skills

Introduction: One essential skill of a person is problem-solving, which is the capacity to recognize issues and use the right techniques in a methodical manner. It's a course that helps people get beyond barriers and difficulties in all facets of life, be it a personal difficulty, a commercial impediment or a mathematical puzzle. This classroom-based action research aims to determine the effect of PDS (Plan, Do and See) Approach on the skills of Grade 6 learners in solving word problem.

Research Overview

Study Title: PDS (Plan, Do & See) Approach in Improving Problem Solving Skills

Research Conducted by: Jerrynel S. Payos

Duration: November to February 2025

Methodology

Sample Size: The sample size of this study consisted of 16 Grade 6 Graciano Lopez Jaena learners who mostly obtained low scores in pretest made by the teacher.

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 pretest and posttest to evaluate the learners' skills in solving word problem. Additionally, the researchers utilized the integration of PDS Approach on the lessons of Third Quarter.

Key Findings: The results indicated that learners who underwent the integration of the PDS Approach in Math lessons showed an improvement in their Mathematics Proficiency Levels. The study's findings may help the learners since the intervention described here and its impact will provide them with more knowledge and details on how to enhance their problem solving skills even further. Additionally, pupils stand to gain from a more supportive environment in which educators and parents collaborate and help hand-in-hand to enhance the quality of education.

Implications: Applications of this research will be found in the field of education, particularly in assisting Grade 6 learners to gain mastery in problem solving skills. Additionally, it will show how the PDS (Plan, Do, and See) Approach aids in learners' improvement in analyzing word-problems.

Conclusions: The study underscores the importance of adopting structured and well-implemented educational strategies, such as the PDS Approach, in enhancing academic performance. The clear framework and targeted activities embedded in the PDS Approach proved instrumental in driving significant and measurable improvements in learners' problem solving skills. This affirms the approach's effectiveness as a powerful tool for fostering academic success and enriching the learning experience.

For more information: For further details on the study, contact Jerrynel S. Payos, Sapang Dayap Elementary School and jerrynel.payos001@deped.gov.ph

Daily Dose of Math *Thinik*: Strengthening Competence on the Four Fundamental Operations of Grade 6 Learners

Introduction: This action research examined the effectiveness of the Daily Dose of Math *Thinik* intervention—a structured daily worksheet-based activity—in improving Grade 6 learners’ competence in the four fundamental operations (4Fs): addition, subtraction, multiplication, and division

Research Overview

Study Title: Daily Dose of Math *Thinik*: Strengthening Competence on the Four Fundamental Operations of Grade 6 Learners

Research Conducted by: Neil Anthony A. Pelayo

Duration: October to November 2024

Methodology

Sample Size: The sample size of this study consisted of 30 Grade 6 Apolinario Mabini learners (17 Males and 13 Females), who mostly fell into the non-numerate level.

Design: This action research utilized a quantitative research approach, specifically a quasi-experimental one-group pre-test post-test design.

Data Collection: The researcher implemented a three-level intervention program over a thirty-day period, with daily sessions held from 12:30 to 1:00 PM. Level one, focusing on single-digit operations, was conducted during the first two weeks, allocating five minutes per worksheet. Level two, addressing two-digit by one-digit operations, took place in the third and fourth weeks, with eight minutes assigned per task. Level three, encompassing two-digit by two-digit addition, subtraction, multiplication, and two-digit by one-digit division, was administered in the fifth week, allowing ten minutes per worksheet. Learner progress was monitored by the number of correct responses completed within the designated time for each level.

Key Findings: The Daily Dose of Math *Thinik* intervention significantly improved Grade 6 learners’ mastery of the four fundamental operations over a thirty-day period. Learners progressed through three levels, from single-digit to two-digit operations, with structured daily practice. Overall mean scores increased from 62.49 to 81.38, with division improving most at 89.82% and multiplication at 38.26%. Statistical analysis confirmed a highly significant difference between pre- and post-test scores ($t = -11.68$; $p < 0.001$), demonstrating the intervention’s strong positive impact on numeracy competence.

Implications: Daily, structured, and progressive math practice, supported by teacher training and parental involvement, can strengthen foundational numeracy, reduce math anxiety, and effectively bridge learning gaps, as demonstrated by the Daily Dose of Math *Thinik* intervention.

Conclusions: Daily Dose of Math *Thinik* is an effective and low-cost intervention for improving learners’ basic mathematical operational skills. Daily structured practice strengthened their mastery of the 4Fs and reduced the numeracy gap among Grade 6 learners.

For more information: For further details on the study, contact Neil Anthony A. Pelayo, Bagong Baryo Elementary School and neilanthony.pelayo@deped.gov.ph

ESCAPE MASTER: A GAME-BASED INTERVENTION STRATEGY IN MULTIPLYING AND DIVIDING NUMBERS FOR GRADE 7 STUDENTS

Introduction: The low achievement of Filipino students in international exams and recent local assessments highlights the necessity of strengthening their multiplication and division skills to better equip them for solving mathematical problems. To address this concern, the researcher employed a game-based intervention strategy in the form of a board game to enhance the multiplication and division skills of Grade 7 students at Carlos F. Gonzales High School, Schools Division of Bulacan.

Research Overview

Study Title: Escape Master: A Game-based Intervention Strategy in Multiplying and Dividing Numbers for Grade 7 Students

Research Conducted By: James Cyrille R. Inducil

Duration: November 2024 – February 2025

Methodology

Sample Size: The study involved 55 Grade 7 students (29 male, 26 female) from 7 – Camia at Carlos F. Gonzales High School in Barangay Maguinao, San Rafael, Bulacan. They were selected through purposive sampling based on their low results in the Mathematics Contextualized Project All Numerates 4 Fundamental Operations Test (4Fs) and least learned competencies during the First Quarter Periodic Test.

Design: A Quasi-experimental Pretest/Posttest Control Group research design

Data Collection: Student performance in multiplication and division was assessed through a 50-item pretest and a 50-item posttest. A 10-item adapted questionnaire was employed to gauge students' attitudes toward the use of a game-based intervention strategy in learning multiplication and division. The Mann-Whitney U test was utilized to analyze the effectiveness of the intervention.

Key Findings: The intervention material demonstrated strong effectiveness in enhancing students' multiplication and division skills. The experimental group showed substantial gains in both multiplication and division compared to the control group, whose improvements were notably smaller. Posttest mean ranks further confirmed this trend, with the experimental group outperforming the control group in multiplication and division. The Mann-Whitney U tests yielded values of 42.00 and 47.00 for multiplication and division, respectively, with p-values of 0.000, indicating statistically significant differences favoring the experimental group. Overall, the findings show that the game-based intervention had a significant positive impact on student performance, and students strongly expressed positive attitudes toward the use of Escape Master as a game-based intervention strategy.

Implications: The improvement in students' performance suggests that game-based interventions like Escape Master can effectively strengthen mastery of fundamental operations and make mathematics learning more engaging.

Conclusion: Game-based interventions can significantly improve students' multiplication and division skills and demonstrate that engaging, interactive strategies can effectively enhance learning outcomes in mathematics.

For further details on the study, contact James Cyrille R. Inducil, Carlos F. Gonzales High School, San Rafael West District, at jamescyrille.inducil@deped.gov.ph.

Enhancing Learner Engagement to Achieve Better Learning Outcomes in Mathematics 10 through High Active Response Card

Introduction: This study is designed to thoroughly assess the impact of high active response cards on enhancing learner engagement and achieving better learning outcomes among Grade 10 learners in Mathematics.

Research Overview

Study Title: Enhancing Learner Engagement to Achieve Better Learning Outcomes in Mathematics 10 through High Active Response Card

Research Conducted By: Maricel P. Ablaza

Duration: January - March 2025

Methodology

Sample Size: Eighty-six Grade 10 students (44 in the experimental group, 42 in the control group) from Felizardo C. Lipana National High School during S.Y. 2024-2025. They were selected via purposive sampling based on low pre-test scores and observed disengagement. The school is in Sta. Rita, Guiguinto, Bulacan.

Design: The study utilized a quantitative quasi-experimental design with a two-group, pre-test and post-test structure consisting of experimental and control groups.

Data Collection: Following ethical approvals and participant orientation, data were systematically gathered through a validated 50-item pre-test and post-test, the weekly administration of the Student Engagement in Mathematics Scale (SEMS), and the students' third-quarter grades in Mathematics 10.

Key Findings: Response cards significantly improved both academic performance and overall engagement. The experimental group achieved much higher and more consistent post-test scores and shifted from low to high engagement levels in math class.

Implications: The researcher incorporated high active response cards into instruction to enhance learners' engagement and improve their learning outcomes in Mathematics 10 during the third quarter.

Conclusion: The intervention was most effective in boosting cognitive and emotional engagement. Students showed increased enjoyment, motivation, and participation, successfully reducing boredom and making math more interactive. The findings confirm that response cards are a low-cost, high-impact strategy, but pairing them with structured collaborative activities could enhance peer-to-peer learning even further.

For further details on the study, contact Maricel P. Ablaza, Felizardo C. Lipana National High School, at maricel.ablaza@deped.gov.ph

Development of Collaborative Error Analysis Learning Worksheets to Enhance Grade 10 Students' Mathematical Problem-Solving Skills and Reasoning

Introduction: Low performance in mathematical problem-solving and reasoning remains a concern among Grade 10 students, particularly in algebra topics such as sequences and polynomials. Item analysis revealed weak mastery in identifying sequences, finding n th terms, and solving contextualized problems. These issues highlight gaps in conceptual understanding and error recognition. To address this, the study developed Collaborative Error Analysis Learning Worksheets, grounded in constructivist and social learning theories, to promote metacognition, reasoning, and peer-supported learning.

Research Overview

Study Title: Development of Collaborative Error Analysis Learning Worksheets to Enhance Grade 10 Students' Mathematical Problem-Solving Skills and Reasoning

Research Conducted By: Geraldine C. Espiritu

Duration: February 2025 - April 2025

Methodology

Sample Size: Ten pairs of Grade 10 students for pilot testing, four mathematics teachers for needs analysis, and four expert validators.

Design: A developmental research design guided by the ADDIE model using a mixed-methods approach.

Data Collection: Data were gathered through item analysis, surveys, expert validation using LRMS criteria, and rubric-based assessment of student outputs. Quantitative data were analyzed descriptively, while qualitative data underwent thematic analysis.

Key Findings: Expert validation showed high acceptability across all criteria, exceeding required benchmarks. Common student errors included incorrect formula use, skipped steps, and misinterpretation of word problems. Pilot testing revealed strong student engagement, effective collaboration, and improved understanding and problem-solving strategies.

Implications: Collaborative error analysis worksheets are effective in strengthening mathematical reasoning and problem-solving and offer a replicable model for reflective, collaborative instruction in secondary mathematics.

Conclusion: The study concludes that the developed worksheets are pedagogically sound and effective in enhancing Grade 10 students' mathematical problem-solving skills and reasoning, with strong potential for classroom use.

For further details on the study, contact Geraldine C. Espiritu, Parada National High School, geraldine.cesar001@deped.gov.ph

Mathematics

PROJECT FLARE: (Flipped Learning for Advanced Results in Education) : Effect on the Mathematical Problem-Solving Skills of Grade 10 Learners

Introduction: This action research aimed to determine the effectiveness of Project FLARE (Flipped Learning for Advanced Results in Education) in enhancing the mathematical problem-solving skills of Grade 10 learners at Dampol 2nd National High School in Trigonometry. Specifically, it sought to compare the performance of learners exposed to Project FLARE with those taught using traditional methods using a quasi-experimental design.

Research Overview

Study Title: PROJECT FLARE: (Flipped Learning for Advanced Results in Education) :
Effect on the Mathematical Problem-Solving Skills of Grade 10 Learners

Research Conducted By: Bernadette A. Balanon

Duration: January-March 2025

Methodology

Sample Size: The participants of the study consisted of 50 Grade 10 learners from two sections of Dampol 2nd National High School. These sections were identified based on having the lowest mean percentage scores in the Division Diagnostic Assessment administered by the Schools Division Office of Bulacan.

Design: A quasi-experimental pretest-posttest control group design was employed in the study.

Data Collection: Data were collected through standardized pretests administered to both groups. The researcher then conducted six learning sessions with the experimental group using Project FLARE while the control group was taught using the traditional classroom approach. Following the completion of the sessions, a post-test was administered to both groups. The results were analyzed using descriptive statistics and inferential statistics to determine significant differences within and between groups.

Key Findings: The results of the study revealed a notable improvement in the learners' performance after the implementation of Project FLARE: specifically with the help of scaffolded worksheets used in every scheduled session. This structure and progressive approach allowed learners to gradually build their understanding and skills in trigonometry.

Implications: The findings suggest that Project FLARE can be adopted in other subject areas and grade levels, ensuring that video materials are concise and class sessions are structured to maximize learning. Teachers may also limit the video length to 10–15 minutes only to maintain learners' attention and avoid cognitive overload.

Conclusion: Based on the statistical results, it was concluded that the intervention is effective in improving mastery/achievement level and engagement in mathematics compared to traditional instruction.

For further details on the study, contact Bernadette A. Balanon email: bernadette.acopicop001@deped.gov.ph, Dampol 2nd National High School.

Pinolimpiks: Learning Science 4 Across Sports and Culture

Introduction: Science mastery prepares individuals for the fourth industrial revolution, fostering critical thinking and problem-solving. Despite its importance, it is often overlooked. This study examines how *Pinolimpiks*, integrating Filipino games, enhances Grade 4 science performance.

Research Overview

Study Title: *Pinolimpiks: Learning Science 4 Across Sports and Culture*

Research Conducted By: Kenneth DC. Delos Santos

Duration: January – March 2025

Methodology

Sample Size: The study was limited to the 54 grade 4 learners of Mataas na Parang Elementary School of San Ildefonso North District, Schools Division of Bulacan. Due to the nature of the study, the researcher utilized the purposive sampling method. The criteria that were used for the target grade level of the study was the grade level and section with the lowest LAEMPL in Science across grades 3 to 6 of the school. On the other hand, in determining the control and experimental group, matched sampling or matched pairs was utilized.

Design: Experimental research using pretest-posttest control group design.

Data Collection: Game-based learning materials, developed and validated by District LRMDs, integrated Filipino games in science. Learners' performance was measured through pretest and posttest, with Wilcoxon Signed Rank and Mann-Whitney U Tests determining significant differences.

Key Findings: Quantitative findings revealed significant differences in learners' pretest and posttest across both traditional settings and game-based learning. While the traditional classroom method showed minimal effect with an effect size of .092. On the other hand, *Pinolimpiks* demonstrated a large effect on performance with an effect size of .795. Additionally, comparison of posttest scores of the traditional settings and *Pinolimpiks* learning indicated a significant difference as evidenced by the Mann-Whitney U test favoring *Pinolimpiks* with an effect size of .754. Qualitative results highlighted the holistic benefits including enhanced engagement, synergistic skills, cognitive growth, and emotional well-being.

Implications: Findings highlight the value of culturally relevant pedagogy and support wider use of game-based science strategies. Recommendations include expanding *Pinolimpiks*, enhancing teacher training, and pursuing future research to refine innovative approaches.

Conclusion: Game-based learning that integrates Filipino games are effective in improving science performance in grade 4.

For further details on the study, contact Kenneth DC. Delos Santos, Mataas na Parang Elementary School, San Ildefonso North, at kenneth.dcdelossantos@deped.gov.ph.

Effectiveness of Using Translanguaging Techniques in Inquiry-based Science Classroom with MTB-MLE Exposed Grade 4 Learners

Introduction: This research addresses the effectiveness of using translanguaging technique in inquiry-based Science classroom with MTB-MLE exposed grade 4 learners. The research evaluated it by checking if the scores before and after intervention bear any changes.

Research Overview

Study Title: Effectiveness of Using Translanguaging Techniques in Inquiry-based Science Classroom with MTB-MLE Exposed Grade 4 Learners

Research Conducted by: Ma. Lilibeth G. Cervantes

Duration: October to April, 2025

Methodology

Sample Size: The study involved 46 Grade 4 pupils of Malis Elementary School

Design: The design used was a single-group pretest-posttest design.

Data Collection: Descriptive statistics, Cohens d and the Shapiro Wilk Test were applied for analyzing the results.

Key Findings: The findings of using translanguaging techniques in inquiry based in the Science classrooms indicate significantly contributed to improving the Science achievement of Grade 4 students transitioning from MTB-MLE to English-medium instruction. The pretest and posttest results showed a considerable increase in students' performance, with a substantial and statistically significant improvement in their ability to understand and apply scientific concepts. The large effect size further supports the positive impact of translanguaging in bridging the gap between the students' first language and English, enabling them to better comprehend complex Science content.

Implications: The Translanguaging techniques as an intervention shed light on the challenges students faced when learning Science in English, particularly the difficulty in understanding scientific terms and expressing their ideas in English. However, the students reported that translanguaging strategies—allowing them to use both their mother tongue and English—helped alleviate these challenges and boosted their confidence in the subject. The findings suggest that translanguaging not only improves students' academic performance but also enhances their engagement and emotional readiness to participate in Science activities.

Conclusions: The study concludes that the use of translanguaging techniques significantly contributed to improving the Science achievement of Grade 4 students transitioning from MTB-MLE to English-medium instruction.

For further details of the study, contact Mrs. Ma.Lilibeth G. Cervantes , Malis Elementary School, 09158764914, malilibeth.cervantes@deped.gov.ph.

SCIENCE EXIT TICKETS STRATEGY (SETS) ON GAUGING PUPILS' UNDERSTANDING OF MELCS FOR DIRECTING LESSONS AND IMPROVING ACADEMIC PERFORMANCE

Introduction: Assessing learners' understanding in Science is vital to addressing learning gaps. The Science Exit Tickets Strategy (SETS) offers a quick, effective way to check comprehension and guide instruction. This study examined how SETS can improve Grade 4 pupils' mastery of fourth-quarter MELCs in Science at Magmarale Elementary School. Through pre-test and post-test results and learner interviews, the study aimed to determine the effectiveness of SETS as a formative assessment tool.

Research Overview

Study Title: Science Exit Tickets Strategy (SETS) on Gauging Pupils' Understanding of MELCs for Directing Lessons and Improving Academic Performance

Research Conducted by: Elizabet DJ. Castillo MaEd

Duration: Four weeks during the Fourth Quarter of SY 2024–2025

Methodology

Sample Size: Participants are Grade 4 pupils from Magmarale Elementary School. The control group (traditional instruction) and experimental group (SETS intervention) This research used pre-experimental one-group pre-test post-test research design.

Design: In this study, only one group or the only section of grade 4 was subjected to the usage of Science Exit Tickets Strategy (SETS) in the fourth quarter of school year 2024-2025.

Data Collection: In gathering information regarding the students' academic performance, a pre-assessment was conducted on them, and they were exposed to intervention using SETS. Following that, a post-assessment was given to the pupils. An interview was also given to know the experiences of grade 4 pupils after the intervention. The researcher applied quantitative and qualitative analysis to all the collected data.

Key Findings: The study revealed that using the Science Exit Tickets Strategy (SETS) led to a notable improvement in the academic performance of Grade 4 pupils. Learners became more engaged and confident in demonstrating their understanding of Science concepts. The strategy effectively identified learning gaps, allowing timely intervention, and showed a strong positive impact on overall performance. Some challenges with the materials were noted, highlighting the need for minor adjustments to enhance its effectiveness.

Implications: The findings suggest that the Science Exit Tickets Strategy (SETS) can be an effective tool for improving learners' understanding and academic performance. Teachers can use SETS as a regular formative assessment to monitor progress, address misconceptions early, and guide instructional decisions, ultimately enhancing the quality of Science teaching and learning.

Conclusions: The Science Exit Tickets Strategy (SETS) significantly improved the teacher's ability to monitor and respond to Grade 4 pupils' understanding in Science, allowing timely interventions and informed instructional decisions.

For further details on the study, contact Elizabeth DJ. Castillo, Magmarale Elementary School at elizabeth.castillo@deped.gov.ph.

Utilization of Scie-Sheet Packet to Improve the Learners' Performance in Science 5

Introduction: Science 5 learners often experience difficulty in understanding scientific concepts due to limited instructional materials, lack of guided practice, and varying learning paces. These challenges are reflected in low assessment scores and reduced engagement during Science lessons. To address this concern, the use of Scie-Sheet Packets—structured learning sheets containing guided activities, illustrations, and formative assessments—was introduced as an intervention to support mastery of Science 5 competencies.

Research Overview

Study Title: Utilization of Scie-Sheet Packet to Improve the Learners' Performance in Science 5

Research Conducted by: Alicia G. Esquivel, PhD.

Duration: September 2024- December 2024

Purpose of the Study

This study aims to determine the effectiveness of the Scie-Sheet Packet in improving the academic performance of Grade 5 learners in Science. Specifically, it seeks to compare learners' performance before and after the utilization of the Scie-Sheet Packet.

Methodology

Sample size: The study involved 35 Grade 5 pupils (20 males, 15 females) from 5-Carlos Garcia in Matias A. Fernando Memorial School in Angat, Bulacan who were selected using a 25-item teacher-made test. Questions in the test were based on the least learned items from the First Periodical Test.

Data Collection: The Scie-Sheet Packet consists of learner-friendly worksheets aligned with the Science 5 curriculum. It includes short explanations, guided activities, practice exercises, and assessment items designed to reinforce key concepts and promote independent learning.

Key Findings: It is expected that learners who utilize the Scie-Sheet Packet will demonstrate a significant improvement in their Science 5 performance, as shown by higher post-test scores and increased mastery of competencies.

Implications: The results of this study may benefit learners by enhancing understanding and retention of science concepts. Teachers may use the Scie-Sheet Packet as an effective instructional material, while school administrators may consider its wider implementation to improve science instruction.

Conclusion: Utilization of Scie-Sheet Packet to Improve the Learners' Performance in Science 5 can be used as an effective instructional material for Grade 5 learners.

For further details on the study, kindly contact Alicia G. Esquivel, Matias A. Fernando Memorial School, Angat District, at alicia.esquivel111@deped.gov.ph and 09281707089.

Space Box as Interdisciplinary Innovative Material to Edge Proficiency of Fifth Graders in Science

Introduction: Science literacy is a crucial skill in the 21st century, yet reports show Filipino learners fall below minimum proficiency levels. This study aimed to evaluate the effectiveness of Space Box, an interdisciplinary innovative instructional material, in enhancing the science proficiency of fifth graders at Makapilapil Elementary School, Schools Division of Bulacan.

Research Overview

Study Title: Space Box as Interdisciplinary Innovative Material to Edge Proficiency of Fifth Graders in Science

Research Conducted By: Albert B. Sarmiento & Glaiza C. Manuel

Duration: September – December 2024

Methodology

Sample Size: The participants of this study are 35 Grade 5-Mapagbigay pupils, 21 females and 14 males, who is enrolled in Makapilapil Elementary School for the S.Y. 2024-2025. They belonged to fifth graders who, in the Division Diagnostic Assessment (DDA) of Science 5, did not achieved the MPL.

Design: Mixed-method research using a one-group pretest-posttest design.

Data Collection: The researchers developed and designed the Space Box and validated using the LRMDs tool. Student performance was assessed through pretest and posttest. The Wilcoxon Signed-Rank Test was used along with rank-biserial correlation for effect size were used to determine the significant difference between the Grade 5 students' pretest and posttest scores.

Key Findings: For the results, pretest and posttest posted a computed p-value of .000 with a p-value of 0.000. By that, the first null hypothesis was rejected and concluded that there is a significant difference between the proficiency level of Grade 5 learners in pretest and posttest. Students' perceptions were also positive, based on descriptive coding, positive impact through creative engagement appears to be the emergent theme among the codes. This implies that using Space Box as an interdisciplinary learning material improves the learning performance of the grade five learners.

Implications: The study indicates that Space Box were effective instructional methods that can effectively improve students' proficiency in Science.

Conclusion: The study confirmed that Space Box significantly improved the Science proficiency of Grade 5 learners.

For further details on the study, contact Albert B. Sarmiento & Glaiza C. Manuel, Makapilapil Elementary School, San Ildefonso North District, at albert.sarmiento001@deped.gov.ph

Problem Posing Education (PPE): A 21st Century Approach in Teaching Science to Improve the Academic Performance of Grade 5 pupils

Introduction: This action research examined the effectiveness the use of the Problem Posing Education (PPE) approach as an intervention strategy in teaching Science 5. A 50-item pre-test and post-test were utilized to measure the academic performance of Grade 5 pupils, and an interview question was used to support the claims of the study. The assessments covered the Second Quarter Most Essential Learning Competencies of the Second Quarter in Science 5. This study utilized only the section of Grade 5 for this School Year. This was conducted in Coral na Bato Elementary School during the Second Quarter of S.Y. 2024-2025.

Research Overview

Study Title: Problem Posing Education (PPE): A 21st Century Approach in Teaching Science to Improve the Academic Performance of Grade 5 pupils

Research Conducted by: April Kharen DR. Gonzales/Genalyn Joy B. De Sotto

Duration: September to October 2024

Methodology

Sample Size: The sample size of this study consisted of 23 Grade 5 Aguinaldo learners (11 Males and 12 Females), who mostly fell short in higher-order thinking skills question.

Design: This research used an explanatory sequential mixed-method research design.

Data Collection: The researcher implemented the data in terms of the academic performance of the Grade 5 students, the learners were subjected to a pre-test and exposed to an intervention using the Problem Posing Education approach. Afterwards, the said students were given a post-test. Once the intervention was done, pupils from the experimental group were interviewed pertaining to the implementation of the intervention. All the gathered data were statistically treated.

Key Findings: The the scores of grade 5 learners in the pre-test and post-test before and after subjecting them to the intervention. The pre-test got a mean score of 13.86, while the post-test got 30.77. The results imply that there was an improvement in the pre-assessment after implementing the PPE strategy. Comparative analysis was done to determine if there is a significant difference between the pre-test and post-test of grade 5 pupils upon subjecting them to the PPE strategy.

Implications: The strategy can be regularly integrated into classroom instruction to further promote the development of 21st-century skills such as critical thinking, collaboration, and active learning. These results imply the positive impact of the intervention on the academic performance of learners.

Conclusions Problem Posing Education is not just a strategy that improves test scores; it also enhances learners' higher-order thinking and 21st-century skills. Thus, concluding that it is a highly effective approach in improving both academic outcomes and essential learner competencies.

For more information: For further details on the study, April Kharen DR. Gonzales and Genalyn Joy B. De Sotto, Coral na Bato Elementary School and genalynjoy.desotto@deped.gov.ph

SQSA: Effect on Grade 6 Learners' Performance in Force and Energy

Introduction: This research aims to improve the Grade 6 learners' Science performance at Cornelia M. de Jesus Memorial Central School, Sta. Maria West, in force and energy competencies by assessing the effectiveness of Staging Questions in Science Activities (SQSA), which utilizes multi-structural, relational, and extended abstract questions to promote deeper conceptualization and higher order thinking skills. The study further investigates whether SQSA intervention leads to a significant difference between pretest and posttest scores, addressing the previous year's low achievement level of 48.59 Mean Percentage Score.

Research Overview

Study Title: Staging Questions in Science Activities (SQSA): Effect on Grade 6 Learners' Performance in Force and Energy

Research Conducted By: Edgardo S.A. de Castro Jr.

Duration: February – April 2025

Methodology

Sample Size: The study involved 44 Grade 6 learners from Cornelia M. de Jesus Memorial Central School, Sta. Maria West District, aged 10 to 13, who had low performance level in Science.

Design: This action research is a quantitative research method employing a one-group pretest-posttest design.

Data Collection: The research utilized a quantitative, one-group pretest - posttest design for this action research to determine the effectiveness of the Staging Questions in Science Activities (SQSA) strategy in improving Grade 6 learners' performance in force and energy. The participants were exposed to the SQSA intervention, and their performance was evaluated using a 25-item multiple-choice pretest and a posttest that covered the content relevant to the core competency.

Key Findings: The research resulted with a mean score increasing from 9.31 (pretest) to 18.86 (posttest) after the implementation of SQSA Intervention. Prior to the intervention, 0 out of 44 participants achieved the minimum proficiency level, however in post-intervention, all 44 participants achieved or exceeded the MPL of $\geq 60\%$. This improvement is statistically significant, as the calculated p-value of 0.00 is less than the set level of significance ($\alpha=0.05$), leading to the rejection of the hypothesis and proving SQSA's effectiveness.

Implication A highly significant improvement in Grade 6 learners' performance, where 100% of participants achieved or exceeded the mpl after the intervention, strongly implies that the Staging Questions in Science Activities (SQSA) strategy is a highly effective instructional method for enhancing Grade 6 learners' performance in science, specifically regarding force and energy.

Conclusion: The research determined that Staging Questions in Science Activities (SQSA) is an effective intervention between the pretest and posttest scores, leading to an outstanding achievement level where 100% of the Grade 6 participants reached or exceeded the minimum proficiency level.

For further information on the study, contact Edgardo S.A. de Castro Jr., Cornelia M. de Jesus Memorial Central School, Sta. Maria West District, @edgardo.decastro@deped.gov.ph

Scitoksperiments: Improving Grade 6 Pupil's Experimental Skills

Introduction: The results of Regional Diagnostic Test in Science 6 showed the poor performance of Grade 6 pupils at Gen. Gregorio del Pilar Integrated School, Schools Division of Bulacan and demonstrated difficulty with basic experimental procedures. These alarming results served as the baseline of the study and highlighted the urgent need for intervention to better prepare learners for higher-level science competencies, especially as they transition to Junior High School. In response, the researcher initiated a classroom-based action research using Science-TikTok-Experiments (Scitoksperiments) videos to improve the experimental skills of identified Grade 6 pupils by leveraging demonstration-based, engaging science content delivered through TikTok.

Research Overview

Study Title: Scitoksperiments: Improving Grade 6 Pupil's Experimental Skills

Research Conducted By: Mariel S. Landayan

Duration: September 2024-April 2025

Methodology

Sample Size: The study involved 60 Grade 6 pupils (34 male, 26 female) from Grade 6 classes of Gen. Gregorio del Pilar Integrated School in Barangay Sta. Ana, Bulakan, Bulacan, selected using purposive sampling based on low Regional Diagnostic Assessment or RDA and Teacher Made Tests scores.

Design: A quasi-experimental one-group pretest-posttest design.

Data Collection: Student performance was assessed through pre and post discussion evaluations and the Scitoksperiments output were graded using a rubric. A 20-item teacher-made questionnaire captured student experiences and perceptions. Paired samples t-tests analyzed the effectiveness of the intervention.

Key Findings: The findings revealed a high level of acceptability of the developed materials in terms of content, format, presentation, and accuracy. Pretest scores averaged 48.44, while posttest scores significantly improved to 77.33, reflecting a substantial enhancement in students' skills. Paired samples t-tests showed a significant difference ($t = 59$, $p < 0.001$) between pretest and posttest scores. Students' perceptions were also positive, indicating that the strategy was highly valued for their clarity, engagement, and motivational impact.

Implications: The Scitoksperiments strategy effectively develops experimental skills and motivates learners, offering a scalable solution to skill gaps in science education.

Conclusion: Scitoksperiments significantly improves Grade 6 pupils' experimental skills, reinforcing its wider application in science education.

For further details on the study, contact Mariel S. Landayan, Gen. Gregorio del Pilar Integrated School, Bulakan District, at mariel.landayan@deped.gov.ph and 09685056167.

e-SciLit (Electronic Science Literature): Enhancing Academic Performance in Science 6 through Digital Storybooks

Introduction: Low academic performance in Science, particularly in Earth Science concepts, remains a concern among Grade 6 learners, especially in mastering least learned competencies identified through diagnostic assessments. The integration of contextualized and technology-based instructional materials presents an opportunity to improve learner engagement and understanding. To address this issue, this study examines the effectiveness of e-SciLit, an electronic storybook intervention, in enhancing the academic performance of Grade 6 learners in Science.

Research Overview

Study Title: e-SciLit (Electronic Science Literature): Enhancing Academic Performance in Science 6 through Digital Storybooks

Research Conducted By: Raymond P. Carretero

Duration: January – March 2025

Methodology

Sample Size: The study involved 60 purposively selected underachieving Grade 6 learners from Prenza Elementary School. Participants were equally divided into an experimental group and a control group.

Design: A pre-experimental quantitative research design was utilized using a two-group pretest-posttest setup.

Data Collection: A 30-item researcher-made pretest and posttest focusing on earthquakes, volcanic eruptions, and weather patterns were administered. The e-SciLit digital storybooks were developed using the ADDIE and Gagné instructional models and validated by the School Quality Assurance Team through the LRMSD Evaluation Tool. Data analysis employed descriptive statistics (mean scores) and inferential tests, including the Wilcoxon Signed-Rank Test and Mann-Whitney U Test.

Key Findings: Results indicated that learners in the experimental group demonstrated significantly higher posttest scores compared to those in the control group, showing a medium to large effect size. The e-SciLit intervention was rated highly acceptable in terms of content, format, presentation, and accuracy. Learners found the digital storybooks engaging, accessible, and relatable, although challenges related to limited digital access and the need for teacher guidance were observed.

Implications: School leaders are encouraged to provide adequate technological support, while policymakers may consider incorporating similar digital innovations into national curriculum initiatives to address learning gaps.

Conclusion: The e-SciLit intervention significantly enhanced the academic performance of Grade 6 learners in Science, particularly in Earth Science concepts. Its effectiveness and acceptability highlight its potential as a viable instructional tool in elementary education.

For further details on the study, contact Raymond P. Carretero, Prenza Elementary School, Marilao North District at Raymond.carretero@deped.gov.ph and 09338134003.

Utilization of Feedback-Driven Formative Assessment on Improving Learners' Academic Performance in Science 6

Introduction: In School Year 2024–2025, only 37.21% of the 215 Grade 6 Science test takers from San Marcos Elementary School reached the Minimum Proficiency Level using the Division Diagnostic Assessment, highlighting significant gaps in key second-quarter competencies. To address these learning needs, a feedback-driven formative assessment using multiple-choice items with detailed, targeted feedback was implemented to guide Grade 6 learners toward clearer and deeper conceptual understanding.

Research Overview

Study Title: Utilization of Feedback-Driven Formative Assessment on Improving Learners' Academic Performance in Science 6

Research Conducted by: Ivy B. Sagala/Nita L. Vistan

Duration: September 2024 – November 2024

Methodology

Sample Size: This study covered seventy-one (71) Grade 6 learners in San Marcos Elementary School. Their age ranged from 10 to 13 years old, and their final ratings in science from previous grade levels ranged from 78-95. Classified in heterogeneous sections based on the obtained general average from the previous grade, there were 37 learners in Section Graciano Lopez-Jaena and 34 learners in Section Jose Rizal.

Design: This study employed experimental research design specifically two group pretest and post-test study design.

Data Collection: The participants took researcher-developed formative tests, which are designed to provide targeted, explanatory feedback and generate continuous data for the experimental group, while the control group's scores are recorded for comparison. After completing all essential learning competencies, the researchers administered the posttest and an attitude survey to measure the effectiveness of the feedback-driven formative assessment strategy.

Key Findings: The results indicated a substantial improvement in the experimental group's performance from the pre-test to the post-test. The mean score significantly increased from 15.14 in the pre-test to 40.35 in the post-test, while the standard deviation decreased from 7.52 to 3.75, suggesting a more consistent performance among students after the intervention. This remarkable gain in scores, coupled with reduced variability, implied the effectiveness of the experimental treatment.

Implications: Feedback-driven formative assessment should be integrated across subjects, supported by teacher training and digital tools, while promoting peer and self-assessment to enhance engagement and understanding. Conducting long-term studies can further ensure sustained learning and academic improvement.

Conclusion: Feedback-driven formative assessment—enhanced by reflective strategies—led to significantly better performance, stronger engagement, and more positive learning attitudes among learners.

For further details on the study, contact Ivy B. Sagala, Panducot Elementary School, Calumpit North District, at ivy.balagtas@deped.gov.ph. and Nita L. Vistan, San Marcos Elementary School, Calumpit South District at nita.vistan@deped.gov.ph

SIM: IMPROVING THE ACADEMIC PERFORMANCE OF Grade 6 PUPILS

Introduction: In the result of international assessment and local test, Filipino pupils showed poor performance in Science learning area. It was reflected that learners had difficulty in understanding Science concepts and skills. To address this concern, the researcher aimed to crafted and utilized the effectiveness of SIM: Utilization of Strategic Intervention Material (SIM) in Improving the Academic Performance of Grade 6 Pupils in Science Subject.

Research Overview

Study Title: SIM: Utilization of Strategic Intervention Material (SIM) in Improving the Academic Performance of Grade 6 Pupils in Science Subject

Research Conducted by: Abby Gale J. De Leon

Duration: February-April 2024

Methodology

Sample Size: The study involved nineteen (19) Grade 6 pupils in Iba O' Este Elementary School using purposive sampling method

Design: A quasi- experimental design using a one-group pretest- posttest design.

Data Collection: Strategic Intervention Material (SIM) were crafted and validated using the LRMSD tool by School Quality Assurance Team (SQUAT). A 20-item teacher- made pretest and posttest with 5 questions on Solo Taxonomy administered for grade 6. Furthermore, an experiential survey was given after using the SIM. Paired samples t-tests, Wilcoxon signed Rank Test, Weighted Mean and Standard Deviation analyzed the effectiveness of the intervention.

Key Findings: The results from the pretest ($M=17.74$, $SD= 2.48$) and the post-test ($M=27.58$, $SD= 3.71$) scores before and after the utilization of Strategic Intervention Material (SIM) in Grade 6 pupils. In this case, the utilization of the SIM improves the academic performance of Grade 6 in Science. The result of the Pre-test in Median=17 while the post-test Median= 28, a significant difference of 1. This difference is significant because the w-computed value ($W=17$) is lower than the W-Critical value (28). And the decision is to reject the null hypothesis, and it is significant. The Wilcoxon Signed Rant Test was conducted to determine if there is a significant difference between the pre-test and post-test.

Implications: Strategic Intervention Material significantly improved the performance of Grade 6 pupils, as revealed in the result of pretest to posttest statistical data.

Conclusion: 1.The result from the pretest and the scores before and after utilization of Strategic Intervention Material (SIM) in Grade 6 pupils revealed that the utilization of the SIM improves the academic performance of Grade 6 in Science. The utilization of SIM helped the Grade 6 pupils to fully understand the learning competency in Science specifically the Energy topic as gleaned in the result of experience survey questionnaire with 3.67 general assessment equivalent to strongly agree verbal interpretation. Therefore, the utilization of Strategic Intervention Material to Grade 6 pupils specifically in Energy topic improve their academic performance.

For further details on the study, contact Abby Gale J. De leon, Iba O' Este Elementary School, Calumpit South District, at abbygale.deleon@deped.gov.ph.

Scieslip: Effect on Grade 6 Learners' Performance in Science

Introduction: This study focused on how Scieslip could affect the Grade 6 learners' performance in Science at St. Mary Village Elementary School. Many learners showed poor performance in the first-quarter assessment, so the researcher devised a suitable intervention to improve the learning process performance. By comparing the pre-test and post-test results of the students, the study aimed to identify whether the more guided and multiple activities would make a noticeable difference in their Science performance.

Research Overview

Study Title: Scieslip: Effect on Grade 6 Learners' Performance in Science
Research Conducted By: Jose Michael Verdillo

Duration: February – April 2025

Methodology

Sample Size: The study covered 38 grade six pupils from Section Earth of St. Mary Village Elementary School, Northville 5A, Caysio, Sta. Maria, Bulacan. In selecting the pupil-respondents, the learners who obtained low scores during the first periodical test served as the researcher's basis for selecting the respondents. Though they had the same low performance in Science, they were heterogeneous in terms of age, gender, and economic status.

Design: This study utilized a type of quasi-experiment in which the outcome is measured twice, once before and once after exposing a non-random group of learners to the intervention. In this design, only one group was involved. Changes in the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group is employed.

Data Collection: The researchers first administered a validated teacher-made pretest among the respondents during their science class. The learners with low scores received the ScieSlip intervention. Over six weeks, the pupil-respondents used the Scieslip. After the intervention period, the same test was given again as a posttest. The results were carefully reviewed to identify their improvement in Science.

Key Findings: The pre-test score, marked by a low mean score of 12.21, indicated that the Grade 6 Earth performed poorly on the test before any intervention. This low pre-test score revealed a significant gap in the learners' foundational knowledge and understanding. In response, interventions and learning support were implemented to address the gap. After the intervention, the post-test score, marked by a high mean score of 28.55, showed that the learners excelled, indicating an improvement in their performance.

Implications: The results suggested that the science performance of Grade 6 learners can improve quickly when teachers use Scieslip, which provides structured, hands-on, and interactive learning experiences, instead of traditional lecture-based instruction.

Conclusion: Based on the results of the pretest and posttest assessment, there was a statistically significant improvement in Grade 6 Earth learners' performance in Science, who were exposed to Scieslip.

For further details on the study, contact Jose Michael Verdillo, St. Mary Village Elementary School, Santa Maria Central District, at josemichael.verdillo@deped.gov.ph and 09511255349.

Predict-Explain-Observe-Explain Strategy: Effects on Grade 6 Learners' Achievement in Science

Introduction: This study addresses the critical need for effective science teaching, essential for equipping students with future-ready skills, by investigating the impact of the Predict-Explain-Observe-Explain (PEOE) strategy on the science performance of sixth-grade students. The research sought to demonstrate how this explore-before-explain approach can foster collaboration among teachers, students, and planners to create relevant and developmentally appropriate instruction.

Research Overview

Study Title: Predict-Explain-Observe-Explain Strategy: Effects on Grade 6 Learners' Achievement in Science

Research Conducted By: Rochelle Marie L. Autor and Judy Ann G. Obiña

Duration: February – April 2025

Methodology

Sample Size: A purposive sampling method was used to select the forty participants for the study, students from the Grade 6 Matatag and Mapagpala sections at Bocaue Hills Elementary School who scored 29 or lower on a 50-item science Diagnostic Assessment, indicating significant learning gaps.

Design: This study employed a pretest-posttest quasi-experimental design, with classes grouped into an experimental group and a control group.

Data Collection: To establish baseline skill levels, a pretest was conducted on both the control and experimental groups, after which the experimental group received treatment using the Predict-Explain-Observe-Explain (PEOE) Strategy, including activities and weekly teacher-made tests during remedial time, before a posttest was administered to both groups to measure improvement for final data collection and statistical analysis.

Key Findings: Assessment tool reliability was confirmed using the Kuder-Richardson 20 (KR-20) method (Pretest: 0.72; Posttest: 0.76). Statistical analysis showed the experimental group's post-treatment gains were highly significant, with the paired t-statistic (4.1135) exceeding the critical value (2.0244) and the p-value (< 0.002) well below the 0.05 significance level.

Implications: The study found that the PEOE strategy helped students in the experimental group do better in science, leading to the recommendation that PEOE be used to promote deeper thinking across Elementary Science topics.

Conclusion: The PEOE strategy effectively teaches Elementary Science by improving student performance and understanding, leading to steady growth when teachers adapt the method to student needs.

For further details on the study, contact Rochelle Marie L. Autor, Bocaue Hills Elementary School, Bocaue District, at rochellemarie.autor@deped.gov.ph.

Assessment Guide for Science Teachers: Aligning with PISA Standards

Introduction: Assessment in science teaching plays a vital role in developing students' critical thinking and logical reasoning as education shifts away from rote learning toward scientific literacy. The Philippines' poor performance in PISA, particularly in science, underscores the need for well-designed, PISA-aligned assessment questions that promote higher-order thinking skills. This study aimed to develop and evaluate a practical guide for science teachers at Parada National High School to help them design effective assessment questions that strengthen students' reasoning abilities.

Research Overview

Study Title: Assessment Guide for Science Teachers: Aligning with PISA Standards

Research Conducted By: Gladys G. Cabang and Lea G. Domanais

Duration: December 2024 – March 2025

Methodology

Sample Size: The respondents of the study were 15 science teachers from Parada National High School who experienced difficulties in constructing assessment questions that promote critical thinking and logical reasoning. Purposive sampling was used to select respondents and expert evaluators based on their experience in developing science assessment questions.

Design: A type I developmental research design

Data Collection: The study utilized the PISA Mock Test results, focus group discussion (FGD) recordings, and the PISA 2025 Science Assessment Framework as key references in developing the Science Teachers' Assessment Guide. The guide were validated using the LRMDs tool and guided evaluation ensured a comprehensive review of the framework and improvement strategies.

Key Findings: The findings supported the study's goal of developing and evaluating an assessment guide for science teachers to help science teachers in developing assessment questions based on PISA standards. The Q.U.E.S.T. assessment guide provides thorough guidance on creating test questions that adhere to PISA standards. The results of the study suggest that the Q.U.E.S.T. assessment guide's features could potentially improve science teachers' assessment practices.

Implications: Providing science teachers with structured guidance, professional development, and PISA-aligned assessment tools like the Q.U.E.S.T. guide can enhance their ability to design assessments that foster critical thinking, scientific literacy, and improved student learning outcomes.

Conclusion: The Q.U.E.S.T. assessment guide can effectively support science teachers in creating PISA-aligned questions that enhance students' critical thinking and scientific literacy.

For further details on the study, contact Gladys G. Cabang, Parada National High School, Santa Maria East District, at gladys.cabang111@deped.gov.ph and 09459629425.

Development and Validation of Problem-Solving in Inquiry-Based Situational Activities (PISA) Worksheets for Secondary Mathematics

Introduction: Students' persistent difficulty in applying mathematical concepts to non-routine, real-world problems remains a critical issue in secondary mathematics education. Although many learners demonstrate procedural fluency, they often struggle with higher-order reasoning tasks that require analysis, decision-making, and perseverance, competencies emphasized in international assessments such as the Programme for International Student Assessment (PISA). These challenges are particularly evident in algebraic topics such as patterns and sequences and polynomial equations.

To address this concern, the study focused on the development and validation of Problem-Solving in Inquiry-Based Situational Activities (PISA) worksheets. Grounded in constructivist learning theory, inquiry-based instruction, the PISA mathematical literacy framework, and the concept of productive struggle, the study aimed to design research-based instructional materials that promote authentic mathematical problem-solving through expert and teacher validation.

Research Overview

Study Title: Development and Validation of Problem-Solving in Inquiry-Based Situational Activities (PISA) Worksheets

Research Conducted By: Jeffrey N. Espiritu

Duration: February 2025 - March 2025

Methodology

Sample Size: Five (5) mathematics education experts and secondary mathematics teachers selected through purposive sampling.

Design: A developmental, non-experimental research design focusing on the design, expert validation, and refinement of instructional materials, without classroom implementation.

Data Collection: Worksheets were evaluated using LRMDs criteria and open-ended feedback forms. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed through thematic analysis.

Key Findings: The worksheets received excellent overall ratings, exceeding benchmarks in content and achieving near-perfect scores in format, presentation, and accuracy. Four themes emerged: authentic real-world engagement, enhanced critical thinking, scaffolded productive struggle, and implementation considerations. Validators recommended additional teacher facilitation guides.

Implications: Findings indicate that PISA-aligned, inquiry-based worksheets effectively support mathematical problem-solving and productive struggle and provide a model for developing standards-aligned instructional materials.

Conclusion: Expert-guided development is vital in producing effective mathematics instructional resources. The validated PISA worksheets demonstrate strong potential to connect mathematical concepts with real-world problem-solving.

For further details on the study, contact Jeffrey N. Espiritu of Parada National High School at jnespiritu@up.edu.ph.

Universal Design for Learning-Based (UDL) Booklet: Upgrading the Academic Performance of Students in Science 7

Introduction: The study focuses on addressing the persistent challenges in science education, as reflected in both international assessments and local diagnostic results that show Filipino learners continue to fall below expected proficiency levels. By developing instructional materials that respond to learners' diverse needs and promote meaningful engagement, this research aims to support improved scientific thinking and performance of Grade 7 students at Partida National High School, Schools Division of Bulacan.

Research Overview

Study Title: Universal Design for Learning-Based (UDL) Booklet: Upgrading the Academic Performance of Students in Science 7

Research Conducted By: Sarah Mae P. Libunao

Duration: December 2024-February 2025

Methodology

Sample Size: The study involved 30 students from Grade 7-Ilang-Ilang and another 30 students from Grade 7-Gumamela at Partida National High School in Barangay Partida, San Miguel, Bulacan, selected using purposive sampling based on low pretest scores.

Design: A developmental and experimental research using a two-group pretest-posttest design.

Data Collection: UDL-based booklets were developed, validated with the LRMS tool, and tested through pre- and posttests. A 25-item questionnaire captured student perceptions, while paired t-tests assessed the booklets' effectiveness. Students also used science journals to document their experiences.

Key Findings: The study found a significant difference in posttest scores between the control ($M = 12.23$) and experimental ($M = 17.13$) groups, with a t -value of 4.96 exceeding the critical value of 2.00, leading to the rejection of the null hypothesis. Qualitative data confirmed that students in the experimental group overcame learning barriers and stayed actively engaged.

Implications: The UDL-based booklet's flexible and accessible design allows learners to progress at their own pace and express understanding in various ways, highlighting its inclusivity.

Conclusion: The study concludes that the UDL approach effectively boosts academic performance and supports an inclusive classroom.

For further details on the study, contact Sarah Mae P. Libunao, Partida National High School, San Miguel North District, at sarahmae.libunao@deped.gov.ph.

Library Task Manual: Enrichment of the Writing Skills of the STE 8 Learners

Introduction: The study is bound to produce competent learners, to use library to accelerate the basic delivery of education, to take good care of learners by promoting inclusive education and to give teachers support for the writing enrichment of the students.

Research Overview

Study Title: Library Task Manual: Enrichment of the Writing Skills of the STE 8 Learners

Research Conducted By: Reyлина M. Delos Reyes and Melanie B. Santos

Duration: April – May 2025

Methodology

Sample Size: The participants were the Grade 8 STE learners of Parada National High School for the School Year 2024-2025. The class consisted of 20 female students and 14 male students, with a total of 34 students.

Design: This action research used the Quasi-Experimental Research Design, specifically the One-group Posttest Design which aims to establish a cause-and-effect between variables, where a group of participants is measure before and after an intervention.

Data Collection: The researchers transformed the library based on the suggested features. Next, the students were given a pretest, and the researchers analyzed the results. Afterwards, the students utilized the Library Task Manual and answered the included activities. The students took the posttest as soon as all the activities in the manual were accomplished. The researchers analyzed the results of the posttest with the help of the statistician.

Key Findings: The results indicated he comparison of the pretest and posttest performances revealed a mean difference of 5.382, resulting in a computed t-value of 5.512 and with an associated p-value of .000. Since the p-value was less than the alpha of 0.05, it was concluded that significant differences existed in the pretest and posttest performances of the respondents. This means that the Library Task Manual helped improve the writing skills of the STE 8 learners after using the manual.

Implications: Library Task Manual effectively enhance writing skills and motivate learners to use library.

Conclusion: Library Task Manual significantly improve Grade 8 STE students' writing skills, supporting their motivation in utilizing the library.

For further details on the study, contact Reyлина M. Delos Reyes and Melanie B. Santos, Parada National High School, Santa Maria East District, at reynila.mendoza@deped.gov.ph, 09685063971 and melanie.bsantos@deped.gov.ph, 09423901055.

Guided Question-Centric Learning: Effect on the Achievement of Grade 8 Learners in Physics

Introduction: The low performance of Filipino students in science, as shown in international and local assessments, underscores the urgent need for strategies that enhance their understanding and application of scientific concepts. To address this, the researcher investigated the impact of Guided Question-Centric Learning (GQCL) on Grade 8 Physics achievement, using structured questions to foster critical thinking and make lessons clearer and more engaging.

Research Overview

Study Title: Guided Question-Centric Learning: Effect on the Achievement of Grade 8 Learners in Physics

Research Conducted By: Ma.Teresa DC. Manuel

Duration: September 2024 – January 2025

Methodology

Sample Size: : The study involved 80 Grade 8 students at Engr. Virgilio V. Dionisio Memorial High School, with 40 in the experimental group and 40 in the control group, selected through purposive sampling based on low diagnostic and pretest scores.

Design: A mixed-methods approach was used, combining a quasi-experimental design with a nonequivalent control group pretest-posttest setup for the quantitative part and thematic analysis for the qualitative component.

Data Collection: Guided Question-Centric Learning worksheets were developed and validated using the LRMDs tool, with student performance measured through pre- and post-tests and perceptions captured via a 5-item questionnaire; effectiveness was analyzed using the Wilcoxon Signed-Rank Test.

Key Findings: The experimental group achieved a higher post-test Mean Percentage Score (53.67) compared to the control group (46.08), and the Wilcoxon Signed-Ranks Test confirmed a significant difference, indicating a positive impact of Guided Question-Centric Learning (GQCL) on achievement. Qualitative analysis revealed that students found the structured questions and focus on critical thinking helpful in understanding Physics, though some faced challenges with complex questions and time pressure.

Implications: The Guided Question-Centric Learning (GQCL) is an effective approach to enhance Physics achievement and foster critical thinking among students, and recommends that teachers and schools adopt this strategy with proper planning and support to overcome challenges and maximize its benefits.

Conclusion: The study found that Guided Question-Centric Learning (GQCL), which uses clear and structured questions to make lessons easier to understand and promote critical thinking, effectively improves Grade 8 students' performance in Physics compared to traditional teaching.

For further details on the study, contact Ma. Teresa DC. Manuel, Engr. Virgilio V. Dionisio Memorial High School, Poblacion, Pulilan, Bulacan at materesa.manuel001@deped.gov.ph

Sci-Quest Ultimate Academic Destination (SQUAD): Enhancing Science Learning Through Digital Tools

Introduction: This study developed, implemented, and examined the effectiveness of SQUAD (Science Quest Ultimate Academic Destination), a structured digital learning intervention composed of interactive quizzes, video lessons, and guided modules designed to support Grade 10 learners' mastery of Gas Laws, Chemical Reactions, and Biomolecules from S10MT-IVa-b-21 to S10MT-IVh-j-24. The intervention aimed to strengthen conceptual understanding, engagement, and performance across diverse learning modalities.

Research Overview

Study Title: "SQUAD: Enhancing Science 10 Learning Through Digital Tools"

Research Conducted By: Mark Kevin L. Olimba

Duration: November 2024 – April 2025

Methodology

Sample Size: The study included all 30 Grade 10 students at Sta. Lucia National High School, using a purposive sampling method.

Design: A pre-experimental one-group pretest–posttest design was used to determine the effectiveness of SQUAD. Descriptive analysis supported the interpretation of learner engagement and digital activity performance. LRMSD Evaluation Tool for Non-Print Materials was used to evaluate the material's acceptability.

Data Collection: Data were collected in three phases: pre-implementation, where approvals, learner orientation, material development, and instrument validation were completed; implementation, which involved administering the pretest and engaging learners with SQUAD digital activities such as quizzes, video lessons, and guided modules; and post-implementation, where digital activity logs, reflection outputs, and posttest scores were gathered and analyzed to determine the intervention's effectiveness.

Key Findings: Learners showed a notable improvement in mastery, evidenced by the significant increase in posttest scores following the use of SQUAD. Students reported higher engagement, particularly in interactive quizzes and video lessons, and learners under the modular modality benefited greatly from scaffolded explanations. SQUAD effectively addressed identified least-learned competencies based on RMYA results, demonstrating its value as a digital support tool for Science instruction.

Implications: The use of SQUAD highlights how structured digital learning tools grounded in scaffolding, self-paced learning, and multimodal inputs can enhance student performance and engagement in Science. Similar digital interventions may be implemented to support academic recovery programs, reduce learning gaps, and strengthen mastery in other subject areas.

Conclusion: SQUAD was found to be an effective learning intervention that improved Science 10 learners' performance, engagement, and mastery of key competencies. Its design, accessibility, and flexible features make it a scalable and sustainable model for enhancing science learning across varied educational contexts.

For further details on the study, contact Mark Kevin L. Olimba, Sta. Lucia National High School, Calumpit North District, at markkevin.olimba@deped.gov.ph.

Guided Research Worksheet: Effect on Grade 10 STE Learners' Skills in Research Writing

Introduction: This study evaluates a practical classroom intervention guided research worksheets to strengthen Grade 10 Science, Technology, and Engineering (STE) Learners' research writing at Pres. Diosdado P. Macapagal Memorial High School, Sta. Cruz, Angat, Bulacan, using a clear, data-driven lens to determine whether structured scaffolding can close skill gaps in IMRaD writing.

Research Overview

Study Title: Guided Research Worksheet: Effect on Grade 10 STE Learners' Skills in Research Writing

Research Conducted By: Nenita P. Ferrer and Gregorio S. Mariano

Duration: Fourth Quarter, SY 2024- 2025

Methodology

Sample Size: The study involved 29 Grade 10 STE learners (6 male, 24 female), randomly assigned to control (n=15) with traditional instruction and experimental (n= 14) using guided worksheets, baseline pre-test showed comparable proficiency (control M= 16.47, SD= 3.72, experimental M= 16.50, SD= 3.35).

Design: A mixed- method, quasi-experimental research using a pre-test- posttest design with control and experimental groups.

Data Collection: The researchers use teacher-made 50 item test (pre/post), rubric-based ratings of IMRaD components, and qualitative interviews, guided worksheets were developed via the ADDIE model and validated by the school experts. Normality checks (Kolmogorov-Smirnov/Shapiro-Wilk), paired t-test and Wilcoxon signed-rank tests.

Key Findings: The experimental group significantly outperformed the control group in post-test scores (M=30.3 vs. 25.4), showing a large effect size and confirming the effectiveness of guided worksheets. Rubric analysis revealed the greatest improvement in Methods and Citations, with learners reaching "Expert" level, while other sections improved to "Proficient." Qualitative feedback highlighted eight benefits, including clearer writing, better organization, and practical application, aligning with the quantitative results.

Implications: Guided research worksheets provide a cost-effective, scalable way to improve research writing by promoting structured, self-paced learning, and schools should integrate them into curricula with teacher training and ongoing refinement based on feedback.

Conclusion: The intervention significantly enhanced research writing skills among Grade 10 STE learners, particularly in methodological clarity and citation accuracy and guided worksheets are recommended for broader adoption to strengthen academic writing competencies.

For further details on the study, contact Nenita P. Ferrer and Gregorio S. Mariano, Pres. Diosdado P. Macapagal Memorial High School , Angat District, at nenita.ferrer@deped.gov.ph and Gregorio.mariano@deped.gov.ph.

Research Brief: Visual Learning: Utilizing Innovative Elements in Learning Activity Sheets to Enhance Comprehension in Grade 10 Science

Introduction: Enhancing learners' comprehension in Science remains a priority in addressing persistent learning gaps among students, especially those who are product of Pandemic, including Grade 10 of John J. Russell Memorial High School. Visual learning, through the use of innovative elements such as diagrams, infographics, and illustrations in Learning Activity Sheets (LAS), provides an engaging approach to support understanding of abstract scientific concepts. Grounded in validated action research practices, this study examined how the integration of visual learning elements in LAS can improve Grade 10 learners' comprehension in Science.

Research Overview

Study Title: Visual Learning: Utilizing Innovative Elements in Learning Activity Sheets to Enhance Comprehension in Grade 10 Science

Research Conducted by: Lea M. Mariano, MAED

Duration: December -February (Third Quarter)

Methodology

Sample Size: Participants are Grade 10 learners from John J. Russell Memorial High School

Design: This study employed an experimental design involving two intact Grade 10 sections. The control group was taught using traditional teaching, while the experimental group was exposed to Learning Activity Sheets integrated with innovative visual learning elements.

Data Collection: In gathering information regarding the students' academic performance, a pre-assessment was conducted on them, (Grade 10-Ipil and Yakal) and they were exposed to intervention using LAS. Following that, a post-assessment was given to the learners. The researcher applied quantitative analysis to all the collected data.

Key Findings: Statistical analysis revealed no significant difference in the pretest scores of the two groups, indicating comparable baseline performance. However, a significant difference in posttest scores was observed after the intervention, demonstrating that the visually enhanced LAS effectively improved learners' academic performance.

Implications: The findings suggest that the use of innovative visual elements in Learning Activity Sheets (LAS) is an effective approach to improving learners' comprehension and academic performance in Grade 10 Science. Teachers may integrate visually enhanced LAS as a regular instructional strategy to simplify complex concepts, increase learner engagement, and address learning difficulties early.

Conclusions: The enhanced LAS with visual and interactive elements effectively improved learners' comprehension and understanding of Science concepts.

For further details on the study, contact Lea M. Mariano of John J. Russell Memorial High School at lea.mariano001@deped.gov.ph.

STOICHIOCARDS: A Metacognitive Problem-Solving Guide for Enhancing Learners' Proficiency in Stoichiometric Calculations of Solutions

Introduction: This study developed, implemented and tested STOICHIOCARDS, a comprehensive metacognitive problem-solving guide designed to support Grade 12 STEM learners in mastering concentration and stoichiometric calculations in General Chemistry 2, integrating interactive and scaffolded learning tools grounded in constructivist learning theory, cognitive load theory, and Kolb's experiential learning theory. It examined the material's acceptability using the LRMDs evaluation tool and its effectiveness through the significant improvement observed in learners' pretest and posttest scores.

Research Overview

Study Title: "STOICHIOCARDS: A Metacognitive Problem-Solving Guide for Enhancing Learners' Proficiency in Stoichiometric Calculations of Solutions"

Research Conducted By: Mark Joseph DL. Liongson

Duration: August 2024 - February 2025

Methodology

Sample Size: The study included all 31 Grade 12 STEM students at Sta. Lucia National High School, using a total enumeration sampling method.

Design: The study employed a pre-experimental one-group pretest-posttest design and descriptive analysis in evaluating the material's acceptability using the LRMDs Evaluation Tool for Print Materials.

Data Collection: Data were collected in three phases: (1) pre-implementation, including approvals, orientation, development and evaluation of material and instrument validation; (2) implementation, involving consent forms, pretest, use of STOICHIOCARDS, and posttest; and (3) post-implementation, through collection and statistical analysis of learners' scores.

Key Findings: The STOICHIOCARDS received high acceptability ratings across all LRMDs domains, with mean scores of 25 (content), 72 (format), 20 (presentation), and 24 (accuracy). Learners' mean scores increased from 8.55 (pretest) to 23.71 (posttest) after using the STOICHIOCARDS. The paired samples t-test showed a significant difference with $t = -20.390$, $df = 30$, and $p < 0.05$.

Implications: Using STOICHIOCARDS, grounded in constructivist, cognitive load, and experiential learning theories, can enhance students' metacognitive skills and problem-solving, suggesting that similar theory-based materials may improve learning in complex science topics.

Conclusion: The developed STOICHIOCARDS were highly acceptable across all LRMDs domains, effectively improved Grade 12 learners' proficiency in concentration and stoichiometric calculations, and produced a statistically significant increase in posttest scores, confirming its effectiveness as a metacognitive problem-solving guide.

For further details on the study, contact Mark Joseph DL. Liongson, Sta. Lucia National High School, Calumpit North District, at markjoseph.liongson@deped.gov.ph.

Gender Education Through Guided Documentary Analysis: Effect on Grade 10 Learners' Level of Awareness on Gender Concepts and Issues

Introduction: This action research investigates the effectiveness of Guided Documentary Analysis (GENDO) in improving Grade 10 students' awareness of gender concepts and issues. The intervention was prompted by low pretest scores in gender-related competencies in Araling Panlipunan. A four-week program using documentary materials and guided questions was implemented to address these gaps.

Research Overview

Study Title: Gender Education Through Guided Documentary Analysis: Effect on Grade 10 Learners' Level of Awareness on Gender Concepts and Issues

Research Conducted By: Jeffrey B. Reyes

Duration: December 2024-April 2025

Methodology

Sample Size: 40 Grade 10 students of Balagtas National Agricultural High School Main Campus in the District of Balagtas, Division of Bulacan

Design: One-group quasi-experimental (pretest-posttest)

Data Collection: Pretest, posttest, performance tasks, culminating activity; analyzed using Mean and Paired Sample T-test

Key Findings: The research indicates a significant improvement in awareness of gender concepts after the GENDO intervention after comparing the pre-test and post-test results. Additionally, performance tasks such as poetry, jingle, debate, and advocacy, along with the culminating activity, demonstrated very high levels of awareness among students.

Implications: The findings suggest that GENDO is an effective strategy for teaching gender education. It is recommended to integrate documentary analysis and performance-based assessments into Social Studies and other subjects. Furthermore, professional development for teachers and wider adoption of this approach across schools are strongly encouraged.

Conclusions: Guided Documentary Analysis significantly enhanced students' understanding of gender concepts and issues. The approach promotes inclusivity, critical thinking, and engagement, making it a valuable model for gender education in the K-12 curriculum.

For further details on the study, contact 09950263830, Balagtas National Agricultural High School Main Campus, at jeffrey.reyes@deped.gov.ph

Scaffolding through Teacher-Made Board Games: A Tool in Enhancing Pupils' Academic Achievement in Araling Panlipunan 6

Introduction: The low academic performance of Grade 6 pupils in Araling Panlipunan indicates a clear need to improve their understanding of Philippine history and culture through the use of interactive and contextualized learning tools. To achieve this, the researcher developed and tested Teacher-Made Board Games to evaluate their effectiveness in enhancing pupils' achievement at Lantad Elementary School, District of Paombong, Schools Division of Bulacan.

Research Overview

Study Title: Scaffolding through Teacher-Made Board Games: A Tool in Enhancing Pupils' Academic Achievement in Araling Panlipunan 6

Research Conducted By: Maria Leonora B. Lim

Duration: August – December 2024

Methodology

Sample Size: The study involved 24 Grade 6 learners from Grade 6 Jose Rizal at Lantad Elementary School, consisting of 12 learners in the experimental group and 12 learners in the control group. The participants were randomly assigned to either the experimental or control group based on their assessment scores.

Design: A quasi-experimental research design using a pretest-posttest control group design.

Data Collection: Contextualized materials were developed and validated using the LRMDs tool. Data were collected through a researcher-made pretest and posttest administered before and after the implementation of the intervention.

Key Findings: The Control and Experimental groups' scores were compared using an independent sample t-test. The experimental group ($M = 28.58$) performed much better than the control group ($M = 11.67$). The high t-value (29.21) and very low p-value ($p < 0.001$) show that this difference is statistically significant. The teacher-made board games received a mean score of 5.00 on a 5-point Likert scale, showing very high learner satisfaction with their quality, relevance, and effectiveness in promoting learning.

Implications: Using teacher-made board games can help students perform better in Araling Panlipunan. Fun and interactive learning makes it easier for them to understand and stay motivated. Teachers can use these strategies to improve learning and results.

Conclusion: Teacher-made board games improved Grade 6 learners' understanding of Araling Panlipunan by making lessons engaging. The results show that teachers can create effective and low-cost materials suited to learners' needs.

For further details on the study, contact Maria Leonora B. Lim, Lantad Elementary School, Paombong District, at maria.bartolome002@deped.gov.ph.

Utilization of Teacher-Made Brochures of Filipina Heroes: Leveraging Grade 6 Learners' Recognition of Their Contributions and Nationalism

Introduction: The result of the assessments administered to Grade 6 learners of Sto. Niño Elementary School, showed the limited understanding of the key figures behind liberalization. This prompted the researcher to seek for an intervention that would help improve performance in the least mastered competency. In response, a teacher-made brochure based on the ADDIE Model was developed for use during the implementation period.

Research Overview

Study Title: Utilization of Teacher-Made Brochures of Filipina Heroes: Leveraging Grade 6 Learners' Recognition of Their Contributions and Nationalism

Research Conducted By: Maribel C. Pingol

Duration: August – October 2024

Methodology

Sample Size: The study involved 36 Grade 6 learners (18 experimental and 18 controlled) from Grade 6-Makatao at Sto. Niño Elementary School. The participants were randomly assigned to either experimental and control group based on the result of assessment scores.

Design: A quasi- experimental, using Pretest-Posttest Control Group Design

Data Collection: Data were collected through a researcher-made pretest and posttest.

Key Findings: An independent samples t-test showed that the Experimental group ($M = 38.94$, $SD = 3.68$) scored significantly higher than the Control group ($M = 23.39$, $SD = 9.88$), $t(22) = 6.27$, $p < .001$, indicating a strong positive effect of the brochure on learner performance. The brochure's effectiveness and relevance were evaluated using a 5-point Likert scale, yielding an overall mean score of 5.00. This indicates very high learner satisfaction with its quality and alignment with educational objectives, as well as its usefulness in promoting engagement and meaningful learning.

Implications: The brochure is an effective instructional material that significantly enhances learners' academic performance. Its use can improve understanding and engagement compared to traditional methods, suggesting that integrating well-designed brochures into instruction can lead to better learning outcomes. This supports the adoption of such materials as a valuable supplement to classroom teaching.

Conclusion: The intervention material effectively improved Grade 6 learners' recognition of Filipina heroes, with greater gains than traditional teaching methods. Overall, the material proved useful in enhancing learners' understanding.

For further details on the study, contact Maribel C. Pingol, Sto. Niño Elementary School, Paombong District, at maribel.pingol002@deped.gov.ph.

Effectiveness of a Teacher-Made Supplemental Workbook in Improving the Academic Performance of Grade 6 Learners in Araling Panlipunan

Introduction: A diagnostic test in Araling Panlipunan 6 identified 30 out of 61 Grade 6 pupils from Section Pearl of Bigte Elementary School, Norzagaray East District, as low performing. To address the identified learning gaps, the teacher-researcher developed a localized, MELC- aligned supplemental workbook designed to reinforce classroom instruction and improve pupils' mastery of key competencies.

Research Overview

Study Title: Effectiveness of Teacher-Made Supplemental Workbook in Improving the Academic Performance of Grade 6 Learners in Araling Panlipunan.

Research Conducted By: Maricel C. San Pedro

Duration: SY 2024-2025

Methodology

Sample Size: The study involved 30 low-performing Grade 6 learners (20 males, 10 females) identified through a diagnostic test.

Design: Quasi-experemental, one-group pretest-posttest design.

Data Collection: Teacher-made intruotional materials were developed and validated using the school's LRMDs tool. The teacher-made pretest- and post test were administered and compared to measure the pupils' academic performance.

Key Findings: Results showed a significant in posttest scores after the implementation of the supplemental workbook. The material effectively reinforced lesson content and supported pupils in mastering difficult Araling Panlipunan competencies. These findings are consistent with Mazano's (2003) assertion that additional instructional resources enhance student learning outcomes.

Implications: The study highlights the value of teacher-developed, contextualized instructional material as effective tools for remediation and reinforcement. Supplemental workbooks can help address learning gaps and support differentiated instruction, particularly for low-performing pupils.

Conclusion: The teacher-made supplemental workbook positively influenced the academic performance of Grade 6 pupils in Araling Panlipunan. It effectively addressed identified learning gaps and improved pupils' mastery of MELC - based competencies.

For further details on the study, contact Maricel C. San Pedro, Bigte Elementary School, Norzagaray East District, at maricel.sanpedro@deped.gov.ph and 09053310466.

Assessing Students' Learning Style: A Basis for Implementation of Multi-Component Intervention to Enhance Students' Engagement in Technology and Livelihood Education

Introduction: This study explored the preferred learning styles of grade 6 students and examined how these preferences can inform effective teaching strategies, particularly in the context of Technology and Livelihood Education (TLE). Using a validated learning style inventory, the research assessed students' tendencies across visual, auditory, kinesthetic, deductive-inductive, and memory-related dimensions.

Research Overview

Study Title: Assessing Students' Learning Style: A Basis for Implementation of Multi-Component Intervention to Enhance Students' Engagement in Technology and Livelihood Education

Research Conducted By: Jerica Jemelyn G. Quiambao

Duration: December 2024-April 2025

Methodology

Sample Size: The study involved 86 students from Grade 6 students (43 male and 43 female) from Grade 6 Jose Rizal, Grade 6 Diego Silang and Grade 6 Antonio Luna at Salacot Elementary School in Barangay Salacot, San Miguel, Bulacan, selected utilizing Slovin's formula.

Design: This study is a descriptive research design.

Data Collection: : The participants will be chosen to determine the precise and necessary information that will ensure the study's success and reliability. Once the participants and instruments are finalized, the researcher will administer the survey, the gathered responses will be properly analyzed and interpreted by the researcher to achieve the results, and finally the researcher will finalize the results.

Key Findings: Overall, the responses ranged from "Strongly Agree" ($\bar{x} = 3.252$) to "Disagree" ($\bar{x} = 2.099$). The overall mean was 2.521, revealing that students generally "Agree" with statements related to how they approach learning language rules.

Implications: Students showed a stronger preference for a deductive approach to learning rules, where they start with a general principle and apply it through examples. They were less inclined to figure out rules on their own from observation or context, showing that guided instruction is more effective for them.

Conclusion: The results of the study indicate that most learners prefer visual learning strategies, such as writing, watching videos, and taking notes. These approaches help them better retain and understand new information. This suggests that visual stimuli play a crucial role in their learning process.

For further details on the study, contact Jerica Jemelyn G. Quiambao, Salacot Elementary School, San Miguel Central District, at jericajemelyn.quiambao@deped.gov.ph and 09759635698.

Employing Problem-Based Learning Model and Jigsaw Approach in Teaching Information and Communications Technology

Introduction: This study explored the effectiveness of Problem-Based Learning (PBL) combined with the Jigsaw Approach in enhancing the information and communications technology (ICT) proficiency of Grade Six learners at Catanghalan Elementary School. Using a quasi-experimental design, the experimental group received instruction through PBL and Jigsaw, while the control group was taught using traditional methods. Findings highlight the value of collaborative, inquiry-based strategies in improving ICT competencies among elementary learners.

Research Overview

Study Title: Employing Problem-Based Learning Model and Jigsaw Approach in Teaching Information and Communications Technology

Research Conducted By: Abigail A. Joseph and John Ponce A. Santiago

Duration: March – May 2025

Methodology

Sample Size: The sample size of this study consisted of 32 Grade 6 learners at the intermediate level of primary education.

Design: The researchers employed a quasi-experimental research design to examine the effects of the intervention on the selected groups.

Data Collection: The researchers collected data throughout the implementation phase to assess the effectiveness of PBL Jigsaw activity. Diagnostic test/ Pre-test and post-test were conducted.

Key Findings: The jigsaw approach significantly improved ICT proficiency among Grade 6 learners. Pretest results showed low performance in both groups, with only 12.50% (control) and 9.38% (experimental) meeting the MPL. Posttest scores rose to 28.12% (control) and 50.00% (experimental), with the experimental group achieving higher mean scores (19.50 vs. 13.38). A t-test confirmed the improvement was statistically significant ($t = 9.53$, $p < 0.05$), validating the effectiveness of the jigsaw method in enhancing ICT skills.

Implications: The jigsaw approach in ICT instruction significantly improves learners' proficiency, demonstrating its effectiveness as a collaborative learning strategy and offering a replicable model for enhancing ICT skills across diverse educational contexts.

Conclusion: The collaborative, learner-centered methodology significantly enhances learners' ICT proficiency, as evidenced by the experimental group's superior performance in achieving the Minimum Proficiency Level and higher mean scores, supporting its broader integration into technology education to foster engagement, active learning, and critical thinking.

For further details on the study, contact Abigail A. Joseph and John Ponce A. Santiago, Catanghalan Elementary School, Obando District at abigail.alcantara@deped.gov.ph and johnponce.Santiago@deped.gov.ph. Contact Nos.: 09979160728 / 09217151756

Modified Conversion Chart: Enhancing Grade 8 Students' Skills in Unit Conversion in TLE

Introduction: Technology and Livelihood Education (TLE) is a vital subject in the Philippine basic education curriculum as it equips learners with practical skills essential for daily life and future careers. However, recurring assessment results revealed that many Grade 8 students struggle with one key competency—unit conversion. To address this persistent issue, the researchers developed and tested a Modified Conversion Chart designed to simplify the process of converting units and improve students' understanding and application of the skill at Angat National High School.

Research Overview

Study Title: Modified Conversion Chart: Enhancing Grade 8 Students' Skills in Unit Conversion in TLE

Research Conducted By: Jayson B. Reyes and Evelyn F. Sta. Maria

Duration: October – December 2024

Methodology

Sample Size: The study initially involved 43 Grade 8 students. Based on pretest results, 32 students (74.42%) who fell under the Beginning Level of proficiency were identified. Of these, 29 students served as the actual participants of the study after one dropped out and two declined participation.

Design: A quantitative experimental design with two groups: Experimental Group (Used the Modified Conversion Chart) and Control Group (Used the traditional conversion chart)

Data Collection: A teacher-made pretest and posttest were administered to measure students' proficiency in unit conversion. The intervention consisted of nine instructional sessions involving guided activities and take-home tasks using the conversion charts. A posttest was given on the tenth session.

Key Findings: Students' performance significantly improved after the intervention. The experimental group's Mean Percentage Score increased from 39.73 to 79.20, while the control group's scores rose from 46.93 to 75.43 after exposure to the Modified Conversion Chart. These results confirm that the chart's simplified and visual design effectively enhanced learners' understanding and application of unit conversion.

Implications: The Modified Conversion Chart proved to be an effective instructional tool in improving students' proficiency in unit conversion. Its visual and simplified format supports better comprehension, making it a practical intervention for skill-based subjects. The tool may also be adapted for other learning areas such as Mathematics and Science that involve similar competencies.

Conclusion: The Modified Conversion Chart effectively improved Grade 8 students' unit conversion skills in TLE, elevating their proficiency beyond the Beginning Level. The results support the use of simplified visual learning materials for teaching procedural skills and recommend the chart's adoption in related subjects, with laminated copies for sustained classroom use.

For further details on the study, contact Jayson B. Reyes, Angat National High School at jayson.reyes002@deped.gov.ph and 09454097200.

**Center for Skills Development in Technology and Livelihood Education
(TLE) Dressmaking Laboratory**

Introduction: Parada National High School, offering in its second year of TLE - Dressmaking specialization course to Grade 9 and 10 students, aimed to develop a fully functional dressmaking laboratory that will provide the necessary tools and equipment for skill enhancement.

Research Overview

Study Title: Center for Skills Development in Technology and Livelihood Education (TLE) Dressmaking Laboratory

Research Conducted By: Ofelia S. Jimenez and Josephine M. Austria

Duration: June – April 2025

Methodology

Sample Size: The study involved 3 schools offering TLE courses in Dressmaking specialization, specifically Fortunato F. Halili National Agricultural School, Balagtas National Agricultural School, and Assemblywoman Felicita G. Bernardino Memorial Trade School with 2 teacher-participants from each respective school.

Design: An applied research with comparative analysis through strategic benchmarking to model school's dressmaking laboratory

Data Collection: The data collection tool was developed and validated using the LRMDs tool.

Key Findings: Based on the study conducted, benchmark model schools were typically a standard for a school dressmaking laboratory, TESDA training center, and TESDA assessment center.

Implications: This study on model dressmaking laboratories designed to serve the school and educators a comprehensive environment for skill acquisition, specifically targeting competencies like those found in Dressmaking National Certificate Level II (NC II). It focuses on assessing laboratory status, resource adequacy, and functionality to improve student performance and provide schools with a blueprint for effective skill development.

Conclusion: The dressmaking laboratory effectively improves Grade 9 and 10 students' laboratory skills and achieves outputs at an early time as specialized sewing tools and equipment directly improves accuracy and speed in garment construction.

For further details on the study, contact Ofelia S. Jimenez, at ofelia.jimenez@deped.gov.ph and 09163785262; and Josephine M. Austria, at josephine.austria004@deped.gov.ph and 09324815939, Parada National High School, Santa Maria, Bulacan.

Improving the Adobe Illustrator Design Skills of Grade 9 Learners through ADOBE

Introduction: This action research responds to the growing demand for digital design competencies among secondary learners, particularly in Technology and Livelihood Education (TLE). Despite the integration of Adobe Illustrator into the Grade 9 ICT curriculum, many students at Vedasto R. Santiago High School demonstrated only satisfactory performance on design-related tasks, indicating gaps in software mastery, creativity, and the application of design principles. To address these challenges, the study implemented ADOBE (Advancing Design Skills in Output-Based Education), a structured, output-based instructional intervention designed to strengthen students' Adobe Illustrator design skills and enhance learning engagement.

Research Overview

Study Title: Improving the Adobe Illustrator Design Skills of Grade 9 Learners through ADOBE

Research Conducted By: Juliet Sta. Ana Sunga

Duration: Six-week intervention (School Year 2024–2025)

Methodology

Sample Size: The study involved 156 Grade 9 students enrolled in ICT, selected through stratified sampling across seven sections.

Design: Action research using a mixed-methods sequential explanatory design with a one-group pretest–posttest approach.

Data Collection: Quantitative data were gathered through performance-based pretests and posttests assessed using an analytical rubric. Qualitative data were collected through focus group discussions to capture students' experiences and challenges. Nonparametric analysis using the Wilcoxon Signed-Rank Test was employed because the data were not normally distributed.

Key Findings: Pretest results indicated that students' Adobe Illustrator design skills were generally at a Satisfactory level (overall $M = 9.26$). After the ADOBE intervention, posttest scores significantly improved to an Outstanding level (overall $M = 19.37$). The Wilcoxon Signed-Rank Test revealed a statistically significant difference between pretest and posttest scores across all sections ($p < .001$), leading to the rejection of the null hypothesis. Qualitative findings highlighted increased student engagement, improved confidence in using Illustrator tools, and enhanced creativity, although challenges in tool mastery and instructional pacing were noted.

Implications: The ADOBE intervention demonstrates that structured, output-based modules combined with scaffolded instruction and hands-on activities can effectively enhance students' digital design skills. The validated module's flexibility and strong alignment with learning objectives make it adaptable for broader implementation in TLE and ICT classes.

Conclusion: The study concludes that ADOBE is an effective instructional intervention for improving Adobe Illustrator design skills among Grade 9 learners. Integrating output-based, technology-driven modules in secondary education can strengthen digital literacy, creativity, and workforce readiness.

For further details on the study, contact Juliet SA. Sunga, Vedasto R. Santiago High School, San Miguel North District, at juliet.sunga@deped.gov.ph.

Project Technology-integrated, Inquiry-based Instruction Intervention (Project T3i): Improving the Performance of Students in Computer Systems Servicing

Introduction: Developing critical thinking in students is often said to be difficult. Without critical thinking, the responses to questions or inquiries are often emotional or subjective, rather than rational and objective which usually leads to low student performance. This issue was shown in the result of the Diagnostic Assessment given to Grade 12 CSS students of Balagtas National Agricultural High School in August 2024, which was surprisingly low. The Mean Percentage Score (MPS) of students who took the test is only 34.10 %, which is way below the national standard of 75%. To address this issue, Project T3i was introduced to improve the critical thinking and skills demonstration of Grade 12 CSS students. This study investigated the effectiveness of using technology and inquiry-based instruction to improve their performance.

Research Overview

Study Title: Project Technology-integrated, Inquiry-based Instruction Intervention (Project T3i): Improving the Performance of Students in Computer Systems Servicing

Research Conducted By: Emerito H. Gatchalian

Duration: September 25, 2024, to January 10, 2025

Methodology

Sample Size: The study involved 20 Grade 12 CSS Students Balagtas National Agricultural High School (SY. 2024-2025).

Design: This study utilized Comparative Interrupted Time Series Design in which the outcome of the study is measured 2 times; before and after exposing the group of participants to the same environment.

Data Collection: The researchers obtained approval from the Schools Division Superintendent of Bulacan, administered a 50-item pre-test. The intervention was conducted weekly for 8 weeks in interrupted time series. Two (2) days for traditional lecture discussion and another two (2) days for Project T3i with pre and post survey at the end of each method. After the 8-week periods, students completed a 50-item post-test. The results of weekly pre and post surveys, together with the results of post-test were analyzed to determine effectiveness and generate recommendations.

Key Findings: The results of this study indicate that Project T3i leads to better improvement of students' critical thinking and demonstration skills. Moreover, the responses of the students on the Post Survey also indicate a greater grasp of the content knowledge and overall enjoyment of the class while learning.

Implications: The study reveals significant implications for enhancing student performance across critical thinking and skill demonstrations. When students engage in self-directed but cooperative discovery of knowledge, they develop substantially stronger critical thinking abilities as they learn to formulate meaningful questions, seek evidence, and demonstrate skills independently.

Conclusion: The study concludes that Project T3i significantly improved Grade 12 students' critical thinking and skill demonstration, resulting in better performance in Computer Systems Servicing.

For further details on the study, contact Emerito H. Gatchalian, Balagtas National Agricultural High School, emerito.gatchalian@deped.gov.ph.

Emergency Response Skills Enhancement Program through the FAST Initiative

Introduction: Technical-Vocational Education, especially in Industrial Arts and SMAW, exposes learners to workplace hazards that require proper emergency response. This study assessed TVE learners' emergency response skills and training needs as the basis for developing a localized FAST (First Aid and Safety Treatment) Initiative aligned with school safety policies and industry standards.

Research Overview

Study Title: Emergency Response Skills Enhancement Program through the FAST Initiative: First Aid and Safety Treatment in Action

Research Conducted By: Simonette D. Bustamante

Duration: October 2024 – April 2025

Methodology

Sample Size: The study involved selected Technical-Vocational Education (TVE) learners from Industrial Arts specializations, including SMAW, Electrical Installation and Maintenance (EIM), and Electronics Product Assembly and Servicing (EPAS) at Balagtas National Agricultural High School.

Design: This study employed a mixed-methods research design using descriptive and quasi-experimental approaches to assess learners' emergency response skills before and after the implementation of the FAST Initiative.

Data Collection: Data were collected through pre-test and post-test assessments, validated surveys, skills performance checklists, practical demonstrations, and semi-structured interviews focusing on learners' first aid knowledge, emergency response skills, confidence, and safety attitudes.

Key Findings: The results revealed that prior to the FAST Initiative, learners demonstrated limited knowledge and low confidence in responding to emergency situations such as burns, fractures, choking, and cardiac arrest. After the implementation of the FAST Initiative, significant improvements were observed in learners' first aid knowledge, practical emergency response skills, confidence, and safety awareness. However, challenges were identified in terms of limited training materials, time constraints, and the need for continuous skills reinforcement.

Implications: The findings highlight the need for a localized emergency response skills program that integrates first aid training, values education, and hands-on simulations to strengthen learners' preparedness and safety awareness in workshop and industrial settings.

Conclusion: The study emphasizes the need for continuous emergency response and first aid training, and the FAST Initiative helps address skill gaps by improving learners' preparedness, confidence, and safety values.

For further details on the study, contact Simonette D. Bustamante, Balagtas National Agricultural High School, Balagtas Bulacan, at Simonette.bustamante@deped.gov.ph and 09339234610.

Pag-uugnay ng Tunog at Imahe sa Pagkilala ng mga Instrumentong Pangmusika

Panimula: Tinutukoy ng pag-aaral na ito kung paano maaaring mapahusay ang kakayahan ng mga mag-aaral sa Baitang 3 na makilala ang mga instrumentong pangmusika sa pamamagitan ng pag-uugnay ng tunog at imahe. Nilalayon nitong tugunan ang kahinaan ng mga mag-aaral batay sa resulta ng 2024–2025 Division Diagnostic Assessment (DDA).

Buod ng Pananaliksik

Pamagat ng Pag-aaral: Pag-uugnay ng Tunog at Imahe sa Pagkilala ng mga Instrumentong Pangmusika Gamit ang Modelong Banghay-Aralin sa Musika 3

Mga Mananaliksik: Elisa J. De Silva at Lyn Mar C. Mante

Tagal ng Pag-aaral: Taong Panuruan 2024–2025

Metodolohiya

Mga Kalahok: Mga mag-aaral sa Baitang 3 ng Bagbaguin Elementary School na may mababa ang mastery sa pagkilala ng tunog at imahe ng instrumentong pangmusika batay sa DDA.

Disenyo: Pagpapatupad ng Modelong Banghay-Aralin gamit ang piling interaktibong estratehiya; paghahambing ng resulta ng pre-assessment at post-assessment.

Pagkuha ng Datos: Paggamit ng pre-test at post-test upang masukat ang kakayahang kumilala ng instrumentong pangmusika sa pamamagitan ng tunog at larawan.

Mahahalagang Natuklasan: Nagpakita ang post-assessment ng makabuluhang pagtaas sa mastery ng mga mag-aaral. Naging epektibo at kapana-panabik ang mga interaktibong estratehiya tulad ng Musical Guessing Games, Hands-On Instrument Exploration, Interactive Listening Stations, Memory Matching Games, and Group Storytelling with Sound Effects.

Implikasyon: Ipinapakita ng pag-aaral ang kahalagahan ng multisensory, game-based, at interaktibong estratehiya sa pagtuturo ng Musika 3. Nagbibigay ito ng mahalagang pananaw para sa pagpapahusay ng pagtuturo, pagbuo ng mga interbensyon, at pagpapalakas ng mga programang pangmusika sa dibisyon.

Konklusyon: Malaking naitulong ng Modelong Banghay-Aralin at mga interaktibong estratehiya sa pagpapalakas ng kakayahan ng mga mag-aaral sa pag-uugnay ng tunog at imahe ng instrumentong pangmusika. Nagsisilbi itong mabisang interbensyon upang matugunan ang kahalintulad na pangangailangan sa pagkatuto.

Para sa Karagdagang Impormasyon: Maaari kayong makipag-ugnayan sa mga mananaliksik sa Bagbaguin Elementary School, Bagbaguin, Santa Maria, Bulacan sa elisa.jose001@deped.gov.ph at lyn.mante@deped.gov.ph.

Project Learn and Act through Repetitive Observation (LARO): Effect on Fourth Grade Pupils' Performance in Physical Education

Introduction: This study evaluated the effectiveness of Project LARO (Learn and Act through Repetitive Observation) in improving the academic performance of Grade 4 pupils at Apugan Elementary School. The study employed a one-group pre-test and post-test experimental design involving 20 learners. The findings suggest that Project LARO effectively enhanced learners' academic performance by incorporating play-based and active learning strategies into classroom instruction.

Research Overview

Study Title: Project Learn and Act through Repetitive Observation (LARO): Effect on Fourth Grade Pupils' Performance in Physical Education

Research Conducted by: Reynalde S. Pascual

Duration: March 2025 – April 2025

Methodology

Sample size: The study's participants were 20 learners from the Grade 4 Graciano Lopez Jaena section of Apugan Elementary School.

Design: The study employed a one-group pre-test and post-test experimental design involving 20 learners.

Data Collection: The pre-test and post-test result of Grade 4 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 findings suggest that Project LARO effectively enhanced learners' academic performance by incorporating play-based and active learning strategies into classroom instruction. The study recommends the wider implementation of such approaches in elementary education to promote learner engagement, inclusion, and achievement.

Implications: The significant improvement in learners' academic performance, as demonstrated by the increase in mean scores from 4.65 (pre-test) to 9.45 (post-test) and the statistically significant t-test result ($p = 0.0000$), implies that Project LARO is an effective instructional strategy that can be integrated into elementary education to enhance learning outcomes. The intervention's success highlights the value of active, play-based, and learner-centered approaches in fostering both engagement and academic achievement among young learners.

Conclusion: In conclusion, the findings strongly suggest that Project LARO had a positive impact on the performance of Grade 4 learners at Apugan Elementary School. The increase in mean scores, uniform learner improvement, and mastery-level outcomes affirm the value of integrating play-based, active learning strategies in the elementary curriculum. These results are consistent with contemporary research supporting the shift toward learner-centered, inclusive, and engaging instructional models in Philippine basic education.

For further details of the study contact Mr. Reynalde S. Pascual of Apugan Elementary School, at reynalde.pascual@deped.gov.ph.

Beats and Balance: Experimenting the Effectiveness of Zumba Classes in Promoting Active Recreation for Overweight Students

Introduction: The rising concern over insufficient physical activity among adolescents, reflected in global WHO data and the recent BMI findings of students, highlights the urgent need to strengthen school-based fitness and wellness programs. To address this concern, the researcher aimed to experiment on the effectiveness of Zumba classes in encouraging active recreation among overweight students.

Research Overview

Study Title: Beats and Balance: Experimenting the Effectiveness of Zumba Classes in Promoting Active Recreation for Overweight Students

Research Conducted by: Sharmaine C. Romero

Duration: February-March 2025

Methodology

Sample Size: The participants of this study were 13 selected Grade 9 (AM Shift) students classified as overweight according to the 2024 BMI assessment. The participants' age ranges from 14 to 16 years old and are heterogeneous regarding gender, attitude, religion, and socio-economic status.

Design: A quasi-experimental design

Data Collection: An observation sheet, validated by the School Quality Assurance Team (SQAT), was used to assess the participants' weight before and after the intervention. A teacher-made survey on Students' Perceptions of Zumba Classes in Promoting Active Recreation was administered to capture the participants' experiences and attitudes. Pre- and post-intervention data were analyzed using mean scores and paired-samples t-tests were conducted to determine the effectiveness of the Zumba program in promoting active recreation and improving students' fitness levels.

Key Findings: The 8-week Zumba program proved highly effective in promoting weight loss among the 13 overweight Grade 9 participants, as reflected by a decrease in median BMI from 28.10 to 26.9, a large effect size of 0.88, and significant results from the Wilcoxon Signed-Rank Test ($W = 0$, $Z = -3.18$). In addition to measurable improvements in weight status, all participants reported that the program enhanced their physical fitness, endurance, and energy levels, while also boosting confidence, motivation, and overall well-being. The findings suggest that Zumba not only serves as an enjoyable and engaging form of active recreation but also encourages long-term adoption of healthier and more active lifestyle habits among overweight students.

Implications: This study implies that Zumba classes can effectively promote active recreation, improve fitness, and support weight management among overweight students. It also highlights the value of incorporating enjoyable physical activities and monitoring students' health to encourage healthier lifestyle habits.

Conclusions: The study concluded that Zumba classes effectively promote active recreation and improve fitness among overweight Grade 9 students at Virginia Ramirez-Cruz National High School. Students also reported positive experiences, suggesting that enjoyable physical activities can encourage healthier lifestyle habits.

For further details on the study, contact Sharmaine C. Romero of Virginia Ramirez-Cruz National High School, Pandi North District at sharmaine.romero@deped.gov.ph.

Values Inculcation Through Wise, Effective, Resourceful, and Productive Activities (WERPA)

Introduction: Many Filipino learners demonstrate inconsistent practice of DepEd core values (Maka-Diyos, Makatao, Makakalikasan, Makabansa). Pre-intervention observations in Grade 6–Makakalikasan showed values were only “Sometimes Observed”, reflecting national concerns on youth behavior and school misconduct. Guided by Bandura, Kolb, Kohlberg, and DepEd’s MATATAG directions, the WERPA intervention was designed to strengthen values through hands-on, reflective, and gamified activities, including the Tree of Good Deeds as reinforcement.

Research Overview

Study Title: Values Inculcation Through Wise, Effective, Resourceful, and Productive Activities (WERPA)

Research Conducted By: Michelle C. Domingo

Duration: School Year 2024–2025

Methodology

Sample Size: 43 Grade 6 learners (quantitative); 10 purposively selected learners (qualitative)

Design: Descriptive survey, Quasi-experimental (one-group pretest-posttest) and Qualitative interviews.

Data Collection: DepEd Learners’ Observed Values Assessment (DO 8, s.2015), semi-structured interviews, and observation records

Key Findings: The quantitative results showed a substantial improvement in learners’ values after the implementation of WERPA. The overall mean increased from 2.67 (pre-intervention), interpreted as Sometimes Observed, to 3.32 (post-intervention), also interpreted as Sometimes Observed, reflecting a mean gain of 0.65. This difference was statistically significant, $t(42)=48.60$, $p < .001$, indicating that WERPA produced meaningful improvement across all four DepEd core values. Complementing these results, the qualitative findings revealed six major categories: experiential engagement, self-efficacy enhancement, social collaboration, metacognitive awareness, emotional climate and performance pressure. Altogether, these insights formed the overarching theme that “WERPA” enhances motivation, self-efficacy, collaboration, and reflection, but may create mild performance pressure.

Implications: WERPA can be used as a practical classroom strategy for strengthening DepEd core values, as it promotes values formation through experiential, reflective, and gamified learning activities that actively engage learners. By integrating hands-on tasks, positive reinforcement, and opportunities for personal reflection, the program helps learners internalize Maka-Diyos, Makatao, Makakalikasan, and Makabansa core values in meaningful ways.

Conclusion: WERPA is an effective intervention for enhancing Maka-Diyos, Makatao, Makakalikasan, and Makabansa values.

For further details on the study, contact Michelle C. Domingo of San Roque Elementary School, San Rafael West District, at michelle.domingo007@deped.gov.ph.

PUSO Storybooks: Promoting Understanding and Strengthening Values Orientation among Grade 3 Learners

Introduction: This study examined the effectiveness of PUSO Storybooks in improving Grade 3 learners' understanding and values orientation in the EsP curriculum. It used a quasi-experimental posttest-only design with 40 learners from Bunducan Elementary School who scored below 60% in the EsP Diagnostic Assessment.

Research Overview

Study Title: PUSO Storybooks: Promoting Understanding and Strengthening Values Orientation among Grade 3 Learners

Research Conducted By: Chona L. de Jesus, Irma C. Jocson. Michelle M. Dangel

Duration: February 17, 2025 to March 7, 2025

Methodology:

Sample Size: This study involved 40 learners who scored below 60% in the EsP Division Diagnostic Assessment, equally divided into control and experimental groups.

Design: This study employed a quasi-experimental nonequivalent control group posttest-only design to assess the effectiveness of PUSO Storybooks in strengthening the values orientation of Grade 3 learners.

Data Collection: The data collection process for this study was conducted in four phases: preparation, implementation, assessment, and analysis. Each phase was carefully designed to ensure a systematic and accurate evaluation of the PUSO Storybooks' effectiveness in strengthening values education among Grade 3 learners.

Key Findings: Results revealed that learners who experienced the use of storybooks demonstrated significantly improved values orientation, stronger performance in values-based activities, and more positive perceptions compared to those who did not.

Implications: The findings suggest that integrating storybooks into instruction can lead to notable improvements in learners' values orientation, enhance their performance in values-based tasks, and foster more positive perceptions compared to traditional approaches.

Conclusion: The study concludes that the PUSO Storybooks greatly improved learners' values orientation, activity performance, and overall perceptions, showing that storybooks are an effective and engaging strategy for teaching values in the EsP curriculum.

For further details on the study, contact Chona L. de Jesus at Bunducan Elementary School via chona.dejesus001@deped.gov.ph 09057678761

Impact of Arts Learning Session (ALS) with Add To Art Worksheets on Learners Level of Performance in Arts

Introduction: This study explored the impact of Arts Learning Session (ALS) with Add to Art Worksheets.

Research Overview

Study Title: Impact of Arts Learning Session (ALS) with Add To Art Worksheets on Learners' Level of Performance in Arts

Research Conducted By: Mary Angelica A. Salvador

Duration: November 2024-April 2025

Methodology

Sample Size: 30 Grade 7 students of Balagtas National Agricultural High School Annex in the District of Balagtas, Division of Bulacan

Design: Quasi experimental quantitative design

Data Collection: Mean and Paired Sample T-test

Key Findings: Before the intervention, their art skills were rated average and art elements fairly. After the implementation, scores increased to good and satisfactory ratings. The computed t-test values showed significant differences between pre- and post-tests, confirming the effectiveness of the intervention. Overall, students agreed that the ALS activities enhanced their art skills and understanding of art elements.

Implications: It is suggested that the Add to Art Worksheets through Arts Learning Sessions (ALS) be utilized to enhance the performance of students in the arts across other grade levels. Seminars and training sessions should be held to introduce the intervention to other MAPEH teachers to foster a more uniform and effective approach to improve students' performance in the arts. Wider utilization of the intervention in other schools, divisions, and districts, such as in the District of Balagtas.

Conclusions: Add-to-Art Worksheets through Arts Learning Sessions effectively increased students' art performance in terms of skills and elements. The findings confirmed that combining creative worksheets with structured art lessons improves students' artistic ability and appreciation for art.

For further details of the study, contact Mary Angelica A. Salavador of Balagtas National Agricultural High School Annex Campus, at maryangelica.salvador@deped.gov.ph and at 09265469808/09945619175.

START Up Your Research: Developing a Self-Guided Research Template for ALS Learners

Introduction: ALS learners need research skills but face challenges due to limited access to educational resources caused by the nature of their learning modality. This study addresses the need for immediate support through a self-guided research template to improve research literacy and competence among ALS learners at SMNHS.

Research Overview

Study Title: START Up Your Research: Developing a Self-Guided Research Template for ALS Learners

Research Conducted By: Concepcion, Janeth G., Mayugba, Aaron Carl S., and Ramos, Paulo E.

Duration: December 2024 – May 2025

Methodology

Sample Size: The study involved all Grade 12 ALS learners of Sta. Maria National High School (SY 2024–2025) using total population sampling.

Design: This study employed a mixed-methods approach, integrating quantitative and qualitative data collection and analysis. Aside from this, the descriptive, and design and developmental research was also utilized.

Data Collection: Learners' research proficiency was assessed using the PRCIC, and interviews with five participants identified research challenges. Quantitative data were analyzed using weighted mean, frequency, and percentage, while qualitative data were thematically analyzed.

Key Findings: ALS learners were only somewhat competent in research conceptualization and methods. Major challenges included technical research writing, academic language, research design, and literature review/information management. Based on these, the researchers developed the Self-guided Template for ALS' Research Tasks (START).

Implications: The study underscores the need for structured and accessible research support. START serves as a practical tool to improve ALS learners' research skills despite limited resources.

Conclusion: ALS learners experience significant research-related challenges. A self-guided research template like START effectively enhances their research literacy and competence.

For more details on the study, you may contact Janeth G. Concepcion (janeth.concepcion001@deped.gov.ph), Aaron Carl S. Mayugba (aaroncarl.mayugba@deped.gov.ph), and Paulo E. Ramos (paulo.ramos001@deped.gov.ph) from Sta. Maria National High School, Santa Maria East District.

Empowering Futures: Tracking System for Navigating the Trajectories of Alternative Learning System Graduates in Pandi, Bulacan

Introduction: The Alternative Learning System (ALS) serves as a vital educational pathway for out-of-school youth and adults who were unable to complete formal education due to socio-economic, geographic, or personal constraints. While ALS provides learners with opportunities to complete basic education, limited mechanisms exist to systematically monitor and evaluate the post-program outcomes of its graduates. In Pandi, Bulacan, the absence of a structured graduate tracking system has hindered efforts to assess whether ALS completers successfully transition into higher education, skills training, entrepreneurship, or employment.

Research Overview

Study Title: Empowering Futures: Tracking System for Navigating the Trajectories of Alternative Learning System Graduates in Pandi, Bulacan

Research Conducted By: Rowena L. Santos

Duration: School Year 2023-2024

Methodology

Sample Size: The study involved 70 ALS graduates aged 17 years and above who completed the ALS program from 2020 to 2023 at Bunsuran Elementary School, Pandi, Bulacan. Participants were selected using purposive sampling, focusing on graduates whose post-ALS trajectories were relevant to the four ALS exit outcomes.

Design: A practical Action Research approach with a descriptive design.

Data Collection: Data were gathered using the developed ALS Graduate Tracking System through surveys and interviews with graduates, employers, and community stakeholders. Quantitative data were analyzed descriptively, while qualitative responses underwent thematic analysis.

Key Findings: Findings revealed that 51.52% of ALS graduates pursued further education, 86.57% engaged in skills training, and 55.41% secured full-time employment, while 34.21% started small businesses. Qualitative feedback from graduates and employers highlighted improved work readiness, practical skills, and self-confidence.

Implications: The ALS Graduate Tracking System provides reliable data on graduates' educational, employment, and livelihood outcomes, enabling evidence-based improvements in ALS implementation. It also supports stronger coordination with stakeholders to better assist ALS completers.

Conclusion: The ALS Graduate Tracking System provides reliable data on graduates' educational, employment, and livelihood outcomes, enabling evidence-based improvements in ALS implementation. It also supports stronger coordination with stakeholders to better assist ALS completers.

For further details on the study, contact Rowena L. Santos of Bunsuran Elementary School at rowena.santos006@deped.gov.ph and 09226633253.

Classroom Behavior and Dynamics Through The PAX Good Behavior Game: A Philippine Perspective

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.

Research Overview

Study Title: Classroom Behavior and Dynamics Through The PAX Good Behavior Game: A Philippine Perspective

Research Conducted By: Jennet E. Dela Peña

Duration: April – May 2024

Methodology

Sample Size: The study involved 20 Grade 2 learners from FSS Patulo Elementary School in the Marilao North District, Schools Division of Bulacan

Design: Developmental Research Design

Data Collection: Data was gathered through narrative observations, interviews with teachers and learners, and weekly logs that document behavioral trends and classroom interactions.

Key Findings: The most significant reduction was observed in Moving Around the Classroom Without Permission, which decreased from 157 recorded instances during the baseline to zero during the post-intervention phase, marking a 100% decrease. Similarly, Unnecessary Talking dropped from 141 to 0, and Inattentiveness decreased from 134 to just 5, reflecting a 96.27% improvement. These reductions suggest that the intervention was highly effective in addressing common classroom disruptions. Verbal Aggression was eliminated, while Physical Aggression dropped from 46 to 2 recorded instances. Other disruptive behaviors—including Bullying, Talking Out of Turn, Playing During Group Activities, Standing on Desk, and Lying on Desk—were either eliminated or reduced to minimal occurrences. Overall, the total number of disruptive behaviors dropped dramatically from 889 instances during the baseline to just 9 after the intervention, reflecting a 98.99% reduction in disruptive conduct.

Implications: PAX GBG intervention model was a structured yet flexible approach that blended global best practices with local classroom realities. Through its emphasis on learner participation, positive reinforcement, and culturally responsive strategies, it served as an effective tool for creating a more focused, respectful, and joyful learning environment.

Conclusion: Disruptive behaviors among Grade 2 learners significantly decreased after the implementation of the PAX Good Behavior Game. Classroom dynamics improved from “Good” to “Excellent” following the intervention. There was a significant difference in the frequency of classroom behaviors. The weekly teacher reflection logs showed that disruptive behaviors declined steadily during the PAX GBG implementation.

For further details on the study, contact Jennet E. Dela Peña.

The Effects of Homeroom Guidance Program (HGP) on Learner's Career Development: Basis for Improvement Plans

Introduction: The introduction of Homeroom Guidance Program (HGP) in high school that focus on the competencies on career development is one of the most significant programs to address the course mismatch of learners especially those taking their track and strand in senior high school. This mixed method descriptive research aims to analyze the effectiveness of HGP on learners' career development as well as the teacher's perspective on the implementation of the program.

Research Overview

Study Title: The Effects of Homeroom Guidance Program (HGP) on Learner's Career Development: Basis for Improvement Plans

Research Conducted By: Mervin A. Espinola

Duration: January – April 2025

Methodology

Sample Size: This research involved 195 Grade 12 students of Virginia Ramirez-Cruz National High School from different track and strand for school year 2024-2025. Based on the Learners Information System, there are currently 204 enrolled Grade 12 and the researcher intended to utilize stratified random sampling in selecting the total respondents from the total enrolled learners of the different track and strand.

Design: Mixed method research (quantitative and qualitative) utilizing the descriptive research design.

Data Collection: A self-made research instrument was utilized using the competencies of HGP along career development and descriptive questionnaires for the teachers participated in the research. The data was processed thru descriptive tabular presentation using frequency and percentage as well as mean and standard deviation.

Key Findings: Result of the study revealed positive remarks both from learners and teachers, with overall mean score of 3.88 (Agree) on the effects of HGP in Learner's Career Development and 3.84 (Agree) on implementation of HGP along Career Development while the teachers gave total mean score of 4.00 (Agree) on their perception on the implementation of HGP in classroom.

Implications: Research revealed that Homeroom Guidance Program really has positive impact on learners especially in the areas concerning guidance on their career path and recommended that the DepEd should continue and improve the existing program on career guidance for learners.

Conclusion: Based on the findings, the researcher concluded that Homeroom Guidance Program really has positive impact on learners especially in the areas concerning guidance on their career path.

For further details on the study, contact Mervin A. Espinola, Virginia Ramirez-Cruz National High School, Pandi North District, at mervin.espinola@deped.gov.ph.

In-school and Off-school Experiences of Open High School Students at Carlos F. Gonzales High School: Basis for Program Development

Introduction: As the school administrators of Carlos F. Gonzales High School recognized the importance of flexible and distance learning due to the increasing dropout rate, the school began offering the Open High School Program (OHSP) in School Year 2023–2024 to accommodate students who are unable to attend regular classes. It is now a challenge for the school administrators to provide a program that is suitable for the students enrolled in OHSP, based on their in-school and off-school experiences.

Research Overview

Study Title: In-school and Off-school Experiences of Open High School Students at Carlos F. Gonzales High School: Basis for Program Development

Research Conducted By: R-Jay M. Valmadrid & Gemma G. Birco

Duration: School Year 2023 – 2024

Methodology

Sample Size: The study involved Grade 11 and 12 General Academic Strand students enrolled in Open High School Program (OHSP).

Design: A qualitative phenomenological research design using interviews as the primary method of data collection.

Data Collection: To gain insight into the in-school and off-school experiences of students enrolled in the newly implemented OHSP at Carlos F. Gonzales High School, the researchers conducted semi-structured interviews with four open-ended questions. These questions focused on the students' reasons for enrolling in OHSP, their in-school and off-school experiences, and their perceptions of how the program supports them.

Key Findings: The results revealed several key factors that influenced students to choose the program, particularly the benefits of flexible learning. Students' off-school experiences highlighted how they balanced work and academic responsibilities. Participants viewed the program as an effective approach that motivates them to continue their studies. The flexibility of the program allowed students to fulfill personal obligations without interfering with their academic pursuits.

Implications: Carlos F. Gonzales High School can further develop the OHSP to better serve students with diverse needs and to strengthen their commitment to providing quality education.

Conclusion: The study serves as a basis for further program development, ensuring that OHSP remains responsive, supportive, and empowering for all its students.

For further details on the study, contact R-Jay M. Valmadrid, Carlos F. Gonzales High School, San Rafael West District, at r-jay.valmadrid@deped.gov.ph

Expanding Partnerships: Cue for the Quest in Enhancing Madrasah Learners' Skills in Reading Qur'an

Introduction: This research investigates strategies to enhance Muslim learners' skills in reading the Qur'an through expanded school partnerships in the implementation of the Madrasah Education Program (MEP). The research addressed the concerns on Qur'an literacy by leveraging school heads' authority under Republic Act No. 9155 to forge strategic partnerships and implement innovative instructional approaches that mobilized resources and strengthened Arabic literacy among Muslim learners.

Research Overview

Study Title: Expanding Partnerships: Cue for the Quest in Enhancing Madrasah Learners' Skills in Reading Qur'an

Research Conducted By: Reagan N. Cabuhat, Monaliza M. Villanueva, Annabel S. Reyes

Duration: November 2024 – April 2025

Methodology

Sample Size: The study involved 38 purposively selected Level 2 MEP learners (Grades 4–6) from Sta. Maria Central School and Bagbaguin Elementary School, along with 6 Muslim parents and 3 asatidz from both schools.

Design: The study used a mixed-methods approach with a concurrent triangulation design.

Data Collection: The qualitative responses from the informants were collected using a smartphone video recording application, while the quantitative data were obtained from the post-evaluation of Muslim learners' Qur'an reading skills after the plan's implementation, recorded on a tabular sheet for each learner with rubric-based columns for pronunciation, chant, and voice clarity.

Key Findings: Data analysis using thematic coding and a dependent-samples t-test revealed the significant improvement in Qur'an reading proficiency, with mean scores increasing from 4.7 to 9.3 ($p < .001$). Positive feedback from learners, parents, and teachers affirmed the success of collaborative strategies in enhancing language skills and Islamic values.

Implications: The findings imply that sustained stakeholder collaboration for innovative teaching strategies can significantly enhance Qur'an literacy, thereby promoting inclusive and culturally responsive madrasah education.

Conclusion: The results show that stakeholder engagement and culturally responsive strategies significantly improve Qur'an reading proficiency, supporting literature that emphasizes community involvement and holistic models for effective madrasah education.

For further details on the study, contact Reagan N. Cabuhat, San Vicente Elementary School, Sta. Maria East District, at reagan.cabuhat@deped.gov.ph and 09229373439.

Looking Through the Lens of SPED Receiving Teachers: Basis for a Proposed Assistance Program for SPED Receiving Teachers

Introduction: The mainstreaming of SPED learners highlights the vital role of receiving teachers as frontline implementers of inclusive education. Exploring their experiences, challenges, and aspirations provides insight into instructional, behavioral, and emotional demands in inclusive classrooms. Understanding these perspectives informs the design of a responsive assistant program that strengthens teacher support and ensures SPED learners thrive academically, socially, and emotionally.

Research Overview

Study Title: Looking Through the Lens of SPED Receiving Teachers: Basis for a Proposed Assistance Program for SPED Receiving Teachers

Research Conducted by: Cirilo DG. Santiago Jr.

Duration: August 2024- February 2025

Methodology

Sample Size: The study involved 12 SNED Receiving Teachers of Guiguinto Central School

Design: The design used was qualitative-phenomenological research approach design.

Data Collection: Semi-structured interview, audio recordings, documented analysis process, including coding schemes, themes, and interpretations

Key Findings: the study concludes that SPED receiving teachers play a pivotal yet under-supported role in advancing inclusive education. Their commitment is evident, but without adequate training, resources, and recognition, the sustainability and effectiveness of their efforts remain at risk. Strategic support is crucial to empower them as inclusive education champions.

Implications: Based on the findings, schools should enhance support for SPED receiving teachers through continuous, context-specific SPED training, adequate learning resources, and institutionalized co-planning with SPED professionals. Prioritizing teacher well-being, recognition, leadership opportunities, and a proposed SPED assistant program will strengthen inclusive practices and improve learner outcomes.

Conclusions: This study concludes that SPED receiving teachers demonstrate strong commitment and compassion in inclusive classrooms despite limited training and resources. They actively support learners with disabilities, manage challenges through collaboration and self-initiative, and aspire to lead inclusive reforms. However, persistent gaps in training, support, and recognition threaten sustainability, underscoring the urgent need for strategic, systemic support to strengthen inclusive education.

For More Information: For further details of the study, contact Mr. Cirilo DG. Santiago Jr., Guiguinto Central School, 09684614822, cirilo.santiago@deped.gov.ph.

Chalkboards and Closets: Narratives of LGBTQIA+ Learners Navigating Academics and Identity

Introduction: LGBTQIA+ learners continue to face bullying, discrimination, and gender bias in basic education despite existing protections. These challenges affect academic engagement and well-being. This study explores their lived experiences to examine how school climate, family support, and institutional practices influence inclusivity, safety, and learning outcomes in elementary schools.

Research Overview

Study Title: Chalkboards and Closets: Narratives of LGBTQIA+ Learners Navigating Academics and Identity

Research Conducted by: Dante N. Pascua

Duration: School Year 2024-2025

Methodology

Sample Size: The study involved 12 purposively selected participants, including LGBTQIA+ learners from Grades 5 to 6, non-LGBTQIA+ learners, teachers, parents of LGBTQIA+ learners, and a school administrator of Guiguinto Central School

Design: Qualitative Phenomenological Research - Focused on understanding the lived experiences, perceptions, and meanings constructed by LGBTQIA+ learners and key school stakeholders.

Data Collection: Semi-structured in-depth interviews were conducted using purposive sampling, followed by thematic analysis of transcripts, with ethical safeguards including parental consent, anonymity, and confidentiality.

Key Findings: LGBTQIA+ learners face gender-based bullying, verbal harassment, and subtle discrimination, with identity awareness starting as early as daycare or Grade 1, while supportive teachers, inclusive activities, parental acceptance, and school representation and safe spaces are crucial for their self-esteem, engagement, and resilience.

Implications: There is a need to strengthen the implementation of DepEd Order No. 32, s. 2017, provide SOGIE-sensitive teacher training, integrate LGBTQIA+ inclusivity into school policies and Student Handbooks, and establish safe spaces and reporting mechanisms for gender-based concerns.

Conclusions: Despite existing legal frameworks, LGBTQIA+ learners remain vulnerable to discrimination in basic education. Inclusive school climates supported by trained educators, affirming policies, and family engagement are essential to protect learners' rights, promote well-being, and ensure equity. Addressing these gaps strengthens academic success, dignity, identity affirmation, and a sense of belonging.

For further details of the study, contact Mr. Dante N. Pascua, Guiguinto Central School, 09684694806, dante.pascua111@deped.gov.ph.

Governance

Exploring the Teachers' Leadership Capacity in School Scale and Its Impact on School Culture

Introduction: This study examined teachers' leadership skills and how these affect school culture using a mixed-method approach. First, a survey was conducted to measure teachers' leadership roles. Then, interviews were held to better explain the survey results. The findings showed that public school teachers in the Balagtas District have strong leadership skills that help create a positive and supportive school environment. However, teachers face challenges such as heavy workloads, unclear roles, and difficulty balancing work and personal life. School heads also identified unclear leadership roles and workload issues as obstacles to accepting teacher leadership. Based on these findings, a training program was designed to improve leadership skills, manage conflicts, support teachers' well-being, and strengthen overall teacher leadership.

Research Overview

Study Title: Exploring the Teachers' Leadership Capacity in School Scale and Its Impact on School Culture

Research Conducted by: Marites SA. Sumalbag

Duration: January 2025-April 2025

Methodology

Sample Size: 14 School Heads and 386 Teachers

Design: Mixed Method

Data Collection: Surveys, Observation Checklist, and Interviews

Key Findings: Findings revealed that public school teachers in the Balagtas District demonstrate strong leadership abilities that positively influence school culture and contribute to a supportive learning environment. However, teachers face challenges such as workload demands, role conflict, and work-life imbalance. School heads also noted unclear leadership roles and workload concerns as barriers to teacher-leadership acceptance.

Implications: The findings imply that strengthening teachers' leadership skills can further enhance a positive and supportive school culture. They also highlight the need for clear leadership roles and support programs to reduce workload stress and promote teachers' well-being.

Conclusion: Based on the study's findings, several conclusions were drawn. Public school teachers in the Balagtas District show strong leadership skills and are able to handle their roles as both teachers and leaders. The school culture reflects positive shared values that improve the learning environment and support both learners' and teachers' well-being. Teachers' leadership capacity greatly contributes to creating and maintaining a positive school culture. However, teachers experience challenges such as heavy workloads, unclear roles, work-life imbalance, stress, and burnout. School heads also pointed out these issues and recommended training programs focused on leadership skills, conflict management, work-life balance, school improvement, and professional wellness.

For further details on the study, please contact Marites SA. Sumalbag, PhD, Balagtas Central School at marites.sumalbag001@deped.gov.ph

Localized Training Plan for Teachers' Fourth Industrial Revolution (4IR) Competencies

Introduction: The intensified adoption of digital technologies in education during the pandemic highlighted the necessity for teachers to be equipped with Fourth Industrial Revolution (4IR) competencies. To address this concern, the research aimed to assess teachers' readiness, challenges, and professional development needs as a basis for developing a localized training plan aligned with 21st-century education and Industry 4.0.

Research Overview

Study Title: Localized Training Plan for Teachers' Fourth Industrial Revolution (4IR) Competencies

Research Conducted By: Rozel B. Avila, PhD

Duration: October 2024 – April 2025

Methodology

Sample Size: The study involved eight (8) ICT/IA teachers from Balagtas National Agricultural High School who are engaged in technical-vocational instruction.

Design: This study employed a mixed-methods research approach using a triangulation design to integrate quantitative and qualitative data.

Data Collection: Data were collected through survey questionnaires, analysis of the Individual Performance Commitment and Review Form–Development Plan (IPCRF-DP), and semi-structured interviews.

Key Findings: Teachers demonstrated general readiness to integrate Fourth Industrial Revolution (4IR) competencies, particularly in promoting digital literacy and using technology-enhanced, industry-based instruction. However, gaps were identified in continuous professional development, automation integration, industry collaboration, and equitable access to digital resources.

Implications: The findings indicate the need for a localized and targeted professional development program focused on emerging technologies, strengthened education–industry partnerships, and improved technological infrastructure to ensure effective and inclusive 4IR integration in teaching.

Conclusion: While teachers are generally prepared for 4IR integration, sustained training, stronger industry collaboration, and improved access to digital resources are essential. The proposed localized training plan addresses these gaps to enhance teachers' digital competence and future-ready instructional practices.

For further details on the study, contact Rozel B. Avila, PhD., Balagtas National Agricultural High School, Balagtas, Bulacan, at rozelavila@deped.gov.ph and 0915-1324476

Governance

Teacher's Research Capability: Variance in the Capability, Attitude, Motivation, and Difficulty in the Research Process

Introduction: Research competence among teachers is crucial to their professional development and the ongoing improvement of the education system. Through research, teachers can make informed decisions, refine their teaching strategies, and contribute to the development of evidence-based policies and school programs. Despite strong support from the Department of Education, many teachers still face challenges related to limited skills, time constraints, and a lack of research training. In the District of Balagtas, data show a low number of completed and approved research outputs, indicating gaps in research capability among elementary teachers. This situation highlights the need for a focused research capability enhancement program to strengthen teachers' skills, attitudes, and motivation toward conducting action research.

Research Overview

Study Title: Teacher's Research Capability: Variance in the Capability, Attitude, Motivation, and Difficulty in the Research Process

Research Conducted By: Mariz P. Cabaluna

Duration: October 07, 2024, to March 28, 2025

Methodology

Sample Size: The sample size of the study consisted of a total of 148 teacher-respondents from twelve (12) public elementary schools in the Educational District of Balagtas.

Design: The study used a quantitative research design with random sampling, involving at least 50% of teachers from each elementary school in the Balagtas District who answered a validated survey on research capability, attitudes, motivation, and difficulties in conducting action research.

Data Collection: The study followed ethical procedures by obtaining approval from the Division of Bulacan and school authorities, administering a confidential Google Form survey to consenting teachers, and securely storing and deleting the data within six months.

Key Findings: The study showed that although elementary teachers in Balagtas District have positive attitudes and motivation toward action research, their research skills are limited by time constraints, workload, lack of training, and technical difficulties, indicating the need for a structured action plan with focused training and mentorship.

Implications: These findings imply that educational leaders must implement targeted, sustained research support systems—such as mentoring, capacity-building programs, and workload-sensitive policies—to enable teachers to overcome research challenges and effectively integrate action research into professional practice.

Conclusion: Teachers in Balagtas District are motivated and value action research. Challenges such as limited skills, time constraints, and lack of support hinder their engagement, highlighting the need for targeted training, mentorship, and institutional support to strengthen research capacity.

For further details on the study, please contact Mariz P. Cabaluna, Marciano C. Rivera Elementary School, mariz.cabaluna@deped.gov.ph

Enhancing Teacher Induction: A Comprehensive Approach to Integrating Technology in Classrooms

Introduction: The increasing demand for technology integration in education highlights the need to strengthen teacher induction programs to better prepare beginning teachers for technology-enhanced instruction. To address this concern, the researcher aimed to develop and implement a comprehensive technology-based training module within the Teacher Induction Program to enhance the instructional technology skills of beginning teachers at Osias M. Esteban Elementary School, Schools Division of Bulacan.

Research Overview

Study Title: Enhancing Teacher Induction: A Comprehensive Approach to Integrating Technology in Classrooms

Research Conducted By: Ron Joseph E. Cortez

Duration: October – March 2025

Methodology

Sample Size: The study involved seven beginning teachers with 0–3 years of teaching experience in the Department of Education who were enrolled in the Teacher Induction Program at Osias M. Esteban Elementary School. The participants, selected through purposive sampling, handled Grades 1, 3, 4, and 6 and served as class advisers to 217 pupils.

Design: A mixed-methods research design

Data Collection: A technology-based training module was implemented through Learning Action Cell (LAC) sessions. Teachers' technological competence was measured using pre- and post-training assessments. Activity worksheets, student surveys, and semi-structured interviews generated quantitative and qualitative data. Mean and mean percentage scores and thematic analysis were used to determine the effectiveness of the intervention.

Key Findings: Findings showed a significant improvement in teachers' technological competence after the intervention, $t(5) = 25.20$, $p < .001$, leading to the rejection of the null hypothesis. Technology integration was significantly related to student engagement ($\rho = .96$, $p = .001$) and learning outcomes ($\rho = .85$, $p = .016$), supporting the alternative hypothesis and indicating improved engagement, retention, and classroom organization.

Implications: Integrating technology into the Teacher Induction Program offers DepEd a scalable model for strengthening teacher competence and improving student learning.

Conclusion: Integrating technology into teacher induction improves teacher competence, student engagement, and classroom management, underscoring the need for sustained professional development.

For further details on the study, contact Ron Joseph E. Cortez, Osias M. Esteban Elementary School, Angat District, at ron.cortez@deped.gov.ph and 09958416468.

Governance

Assessing Teachers' Leadership Competence: Input to a Professional Development Program

Introduction: Strong leadership is the cornerstone of a thriving school. However, since the establishment of Pres. Diosdado P. Macapagal Memorial High School in 2004, the school—despite having 76 qualified teachers across various ranks—has not produced any Master Teachers, Head Teachers or School Heads, nor has any teacher attempted to join in the division open ranking. This longstanding gap in internal leadership development underscores the urgent need to assess teachers' leadership competencies and to implement targeted, individualized professional development programs aligned with their identified needs.

Research Overview

Study Title: Assessing Teachers' Leadership Competence: Input to a Professional Development Program

Research Conducted By: Virginia S. San Gabriel, PhD. and Kyra Camia C. Dela Cruz

Duration: January 2025 – July 2025

Methodology

Sample Size: The study involved 77 teachers at Pres. Diosdado P. Macapagal Memorial High School, Angat, Bulacan, selected using population sampling method.

Design: The study employed an explanatory sequential design mixed method of research.

Data Collection: After obtaining consent through the assent form, teachers completed an adapted survey questionnaire to assess their level of leadership competence. A guided interview was then conducted with selected teachers who demonstrated high leadership competence to capture their experiences and insights. The data gathered provided valuable perspectives and informed the study's analysis.

Key Findings: Findings revealed that 8% of teachers were rated as highly competent, 82% as competent, and 10% as moderately competent in leadership skills. Given appropriate support and opportunities, most of the teachers aspire to become administrators and value development programs as vital for their professional growth.

Implications: The teachers' leadership competence and willingness to take on administrative roles highlight the need for targeted professional development and leadership opportunities. Providing such support can strengthen the school's leadership capacity and improve overall teacher effectiveness and school performance.

Conclusion: Teachers of Pres. Diosdado P. Macapagal Memorial High School demonstrate moderate to high leadership competence and are eager to take on leadership roles when provided with support and opportunities. They value development programs and administrative experiences as essential avenues for enhancing their leadership skills and fostering professional growth.

For further details on the study, contact Virginia S. San Gabriel, PhD. and Kyra Camia C. Dela Cruz of Pres. Diosdado P. Macapagal Memorial High School.

Navigating Inclusivity: Assessing Non-SNED Teachers' Preparedness in Teaching Diverse Learners

Introduction: The increasing number of learners with diverse educational needs in regular classrooms highlights the crucial role of non-Special Needs Education (non-SNED) teachers in delivering inclusive education. However, limited training, insufficient resources, and the lack of proper diagnosis among learners pose challenges to effective instruction. To address these concerns, this study investigates the preparedness of non-SNED teachers in handling learners with diverse needs and examines the gaps between teacher and school head assessments, as well as the challenges encountered in inclusive classroom settings.

Research Overview

Study Title: Navigating Inclusivity: Assessing Non-SNED Teachers' Preparedness in Teaching Diverse Learners

Research Conducted By: Ronaldo A. Bonifacio, Angelo B. Dating

Duration: January – March 2025

Methodology

Sample Size: The study involved 144 non-SNED teachers from Kindergarten to Grade Six in the Marilao North District who participated in the survey, along with seven selected respondents who took part in in-depth interviews.

Design: The research utilized a Mixed-Methods design, integrating quantitative and qualitative approaches to provide a comprehensive analysis of teacher preparedness.

Data Collection: Quantitative data were collected through structured survey questionnaires, while qualitative data were obtained through in-depth interviews. Statistical analysis included the Mann-Whitney U test to compare teacher and school head assessments, while qualitative responses were analyzed thematically.

Key Findings: Results revealed a significant disparity between the number of learners formally diagnosed with disabilities and those exhibiting functional learning difficulties without medical assessment, indicating that many SNED learners remain undiagnosed. Although most teachers have extensive teaching experience, they possess minimal formal training in inclusive education. Teachers demonstrated moderate preparedness, particularly in classroom management and technology integration, but faced difficulties in differentiated instruction and individualized learner support. School head assessments corroborated these findings, showing no significant difference between teacher and school head ratings ($p > 0.05$).

Implications: The findings emphasize the need for targeted professional development programs, improved curriculum support, and inclusive learner screening mechanisms.

Conclusion: Enhancing the preparedness of non-SNED teachers through sustained training, inclusive practices, and institutional support is essential in promoting equitable learning opportunities. Addressing gaps in diagnosis, instruction, and professional development can significantly improve inclusive education outcomes for learners with diverse educational needs.

For further details on the study, contact Ronaldo A. Bonifacio and Angelo B. Dating, Loma de Gato Elementary School, Marilao North District at angelodating@deped.gov.ph and 09998111850.

Governance

Challenges in Teaching Values Education (VE) for Non-Specialized VE Teachers: Basis for Enhanced Values Education Instruction Plans

Introduction: This study explores the challenges experienced by non-specialized teachers assigned to teach Values Education at Virginia Ramirez-Cruz National High School. It further aims to develop an Enhanced Values Instruction Plan that responds to these challenges and strengthens Values Education instruction.

Research Overview

Study Title: Challenges in Teaching Values Education (VE) for Non-Specialized VE Teachers: Basis for Enhanced Values Education Instruction Plans

Research Conducted By: Bernadette G. Seminiano

Duration: February - April 2025

Methodology

Sample Size: The respondents for this study consisted of all 16 non-specialized Values Education (VE) teachers at Virginia Ramirez-Cruz National High School.

Design: This study utilized a descriptive research design with a quantitative approach.

Data Collection: Through structured survey questionnaires, the research collected data on the demographic profiles of the respondents and the specific difficulties they encounter.

Key Findings: Non-specialized Values Education teachers face challenges due to limited training and insufficient content mastery, resulting in difficulties with student engagement, behavior management, and interactive strategies. They require ready-made lesson plans, multimedia resources, and culturally relevant case studies. Mentoring through VE TIPS modules and strong institutional support, including regular capacity-building programs, are essential to address instructional gaps and sustain quality VE instruction.

Implications: The study recommends targeted training on Values Education pedagogy, behavior management, and culturally responsive teaching. It calls for improved teacher-subject alignment, bridging programs, and integration of VE support in the School Improvement Plan.

Conclusion: The study concludes that non-specialized Values Education teachers face notable challenges that can hinder effective instruction. However, with adequate training, accessible instructional resources, and strong institutional support, these challenges can be addressed. The Enhanced Values Instruction Plan developed through this research provides a structured, practical response designed to improve VE teaching competence and promote meaningful values formation among learners.

For further details on the study, contact Bernadette G. Seminiano, Virginia Ramirez-Cruz National High School at bernadette.gonzaga001@deped.gov.ph.

The Role of Compassionate Leadership in Enhancing Teachers' Wellness and Student Achievement

Introduction: Stress, burnout, and deteriorating well-being among teachers in the Philippine educational system have an impact on students' academic performance, underscoring the need for compassionate leadership and improved wellness support. To address this issues, the researcher investigates the role of compassionate leadership in enhancing teachers' wellness, and student achievement and to determine the relationship between compassionate leadership and teacher wellness and student achievement.

Research Overview

Study Title: The Role of Compassionate Leadership in Enhancing Teachers' Wellness and Student Achievement

Research Conducted By: Marievic D. Belonio

Duration: January – March 2025

Methodology

Sample Size: The study involved 8 school heads and 160 teachers from Kindergarten to Grade 6 across eight schools in the Marilao North District, Schools Division of Bulacan, who were selected through purposive sampling in accordance with predefined inclusion criteria.

Design: The research employed a Mixed-Method design, combining quantitative and qualitative methods.

Data Collection: Standardized instruments were used to collect data, with qualitative responses analyzed through thematic coding. The Spearman rho coefficient was applied to determine the relationship between compassionate leadership, teacher wellness, and student achievement.

Key Findings: The results showed a significant and strong positive relationship between compassionate leadership and teachers' wellness and a very strong and significant positive relationship between teachers' wellness and student achievement. Student achievement is generally good, with over half reaching competency, but the presence of 33% emerging readers and 10.40% low-performing math pupils highlights the need for targeted support to ensure equitable learning outcomes.

Implications: An action plan is proposed to strengthen compassionate leadership and, consequently, improve teachers' wellness, and overall student achievement.

Conclusion: Strengthening compassionate practices among school leaders can create a more supportive, balanced, and productive school environment.

For further details on the study, contact Marievic D. Belonio, FSS Patulo Elementary School, Marilao North District at marievic.belonio002@deped.gov.ph and 09491828062.

Governance

Bridging Dreams: Exploring the Impact of the Pantawid Pamilyang Pilipino Program (4Ps) on School Attendance and Educational Persistence Among Student Beneficiaries in Guiguinto District

Introduction: Poverty often prevents Filipino children from attending and completing school. The Pantawid Pamilyang Pilipino Program (4Ps) provides financial assistance to support education and encourage school attendance. In Guiguinto District, 4Ps has helped students stay in school, though challenges remain at higher grade levels. This study examines its impact on attendance and educational persistence.

Research Overview

Study Title: Bridging Dreams: Exploring the Impact of the Pantawid Pamilyang Pilipino Program (4Ps) on School Attendance and Educational Persistence Among Student Beneficiaries in Guiguinto District

Research Conducted By: Ma. Neriza F. Fanuncio and Angelica C. Dionisio

Duration: March – April 2025

Methodology

Sample Size: This study involved 18 teachers and 34 student beneficiaries from Guiguinto District, including long-term 4Ps recipients and those who had been removed from the program.

Design: Mixed-methods convergent parallel design combining school attendance data with semi-structured interviews to assess the 4Ps program's impact.

Data Collection: Quantitative data were taken from 4Ps attendance records, and qualitative data were collected through in-person interviews with student beneficiaries, recorded and transcribed. Consent and assent were obtained. This captured attendance patterns and students' educational experiences.

Key Findings: 4Ps improved attendance and educational persistence. Elementary and senior high schools showed increased attendance, while junior high schools varied due to transfers and record delays. Financial support motivated students, improved performance, and strengthened their drive to finish school. Students removed from the program faced financial and emotional challenges.

Implications: 4Ps enhanced access, attendance, and motivation by reducing financial barriers. Challenges like outdated records and inconsistent tracking highlight the need for improved monitoring, communication, and support.

Conclusion: The 4Ps program boosted the attendance, academic performance, and motivation. Financial support allowed the students to focus on education, while better monitoring and support ensured sustained success.

For further details on the study, contact Ma. Neriza F. Fanuncio/ Angelica C. Dionisio at maneriza.fanuncio001@deped.gov.ph; angelica.dioniso@deped.gov.ph and 09323709776; 09958322715

Governance

Difficulties and Challenges in Writing an Action Research Proposal in the Lens of Teacher-Researchers: Basis for a School Initiative for Teachers Support

Introduction: This research sought to determine the specific difficulties and challenges faced by teachers at Mag-asawang Sapa Elementary School (MSES) concerning the conceptualization of action research topics, the formulation of instruments, and data organization and analysis. The findings subsequently served as the foundation for developing and implementing a need-based skill-building program, the Flexible 5-Session Approach, intended to enhance teacher-researchers' capabilities.

Research Overview

Study Title: Difficulties and Challenges in Writing an Action Research Proposal in the Lens of Teacher- Researchers: Basis for a School Initiative for Teachers Support

Research Conducted By: Lizbeth C. Tan

Duration: October 2024 – April 2025

Methodology

Sample size: The researcher dealt with 24 teachers from Kindergarten to Grade 6 of MSES for SY 2024- 2025. From each grade level, teachers would be selected randomly as informants.

Design: Mixed-methods research utilizing concurrent triangulation design, combining quantitative survey methods with qualitative focus group discussions.

Data Collection: Quantitative data was collected using a researcher-developed, validated four-point Likert scale survey questionnaire. Qualitative data was gathered via semi-structured interview guide questions conducted through Focus Group Discussions (FGDs) with the informants.

Key Findings: Initial findings indicated that MSES teachers experienced a “High Level” of difficulty in writing action research, particularly with conceptualizing research topics (mean 3.41), formulating instruments (mean 3.41) and organizing data (mean 3.56). This challenge was attributed to insufficient time, heavy workloads, lack of knowledge, and the “fear of the unknown”. However, after participating in a need-based skill building program that provided s structured approach, teachers reported improved perceptions and increased confidence in the writing process .

Implications: The program’s success was attributed to systematic procedures, administrative support and mentorship. These findings offer valuable insights for school administrators regarding curriculum integration and highlight the necessity for continuous policy support for teacher-researchers, particularly in areas like conceptualization, instrument formulation and data analysis.

Conclusion: The implementation of the Flexible 5-Session Approach proved to be an effective intervention, leading to a significant shift in teacher perceptions and a boost in confidence levels. This needs-based skill-building program is recognized by teachers as a valuable tool for their professional growth, effective teaching practice, and positively impacting the academic performance of learners.

For further details on the study, contact Lizbeth C. Tan, Mag-asawang Sapa Elementary School, Sta. Maria West District, lizbeth.tan@deped.gov.ph.

Governance

PNHS Canteen Services Manual: Its Effect on Canteen Services and Learners' Canteen Experience

Introduction: The Canteen Services Manual (CSM) was developed to gather meaningful feedback from students, the primary clients of the school canteen, and to guide canteen staff in improving service quality, grounded in the Lewis Change Management Model. The manual aims to support staff in addressing students' needs, enhancing operations, and fostering a more responsive canteen environment.

Research Overview

Study Title: PNHS Canteen Services Manual: Its Effect on Canteen Services and Learners' Canteen Experience

Research Conducted By: Arnie B. Libiran, Joel A. Marzan, Acell P. Boston

Duration: February – May 2025

Methodology

Sample Size: The study involved Junior and Senior High School students from Parada National High School in Santa Maria, Bulacan. Employing purposive sampling, 100 students from each grade level, Grades 7, 8, 9, 10, and Senior High School who completed the feedback form during the second quarter of the school year 2023–2024 were included as participants.

Design: A quantitative, quasi-experimental research using a one-group posttest-only design

Data Collection: Data for the study were gathered using a researcher-developed observation checklist and a structured interview guide to assess the canteen services capturing students and canteen experts' experiences, satisfaction, and direct observations after the implementation of the Canteen Services Manual (CSM).

Key Findings: The results show that students strongly agreed across all six aspects of school canteen operations: proper food handling, product pricing, facility maintenance, customer service, sanitation, and staff behavior. The overall mean of 3.66 indicates a high level of positive evaluation from both junior and senior high school students. These results suggest that the implementation of the researcher-developed Canteen Services Manual significantly enhanced canteen operations. Students perceived notable improvements in service quality, efficiency, and overall management, demonstrating the manual's effectiveness and value in promoting better canteen practices.

Implications: The study found that the school canteen plays a vital role not only in providing nutritious meals but also in addressing the needs, concerns, and perspectives of its primary users, students and staff. Feedback from these users proved essential for understanding the true condition of canteen services and identifying areas for improvement.

Conclusion: Implementing the researcher-developed Canteen Services Manual (CSM) significantly enhanced the management and operations of the school canteen. With the CSM in place, canteen staff performed more effectively and efficiently, customer concerns were addressed more promptly, and operational issues were reduced.

For further details on the study, contact Arnie B. Libiran, Joel A. Marzan and Acell P. Boston, Parada National High School, Santa Maria East District, at joel.marzan@deped.gov.ph, arnie.libiran@deped.gov.ph and acell.boston@deped.gov.ph.

Governance

Self-Management: Key to a Kind Workplace

Introduction: The researcher would like to guarantee the safety and well-being of the school personnel by having a kind workplace through this applied research. To address this concern, the researcher aimed to develop a self-management intervention that may sustain a healthy and kind environment for the teaching and non-teaching staff of Parada National High School.

Research Overview

Study Title: Self-Management: Key to a Kind Workplace

Research Conducted By: Rizaldy C. Pidlaoan

Duration: January – March 2024

Methodology

Sample Size: The participants in this study were twenty-nine (29) teaching staff of Parada National High School during the school year 2024-2025, selected using purposive sampling based on their performance in the department, self-management questionnaire, and interviews.

Design: This study used the Developmental Research I Method.

Data Collection: Interviews were conducted one-on-one with the participants, allowing them to express their thoughts in the guidance office, which is considered a safe space for everyone. The answers were validated by the participants before being transcribed and analyzed, as they signed a copy of their responses.

Key Findings: The results show internal and external factors that affect their well-being. Some participants were happy and satisfied with the nature of their work and the people they were working with. On the other hand, there are some who were stressed, exposed to toxicity, and faced difficulty, especially in managing workload. It suggests the need for continuity in this research to support personnel and address toxic workplace culture among some employees. The continuity of the research may encourage teamwork and conflict resolution strategies. Therefore, the researcher crafted a self-management journal aligned to the self-management framework.

Implications: This applied research assessed participants' challenges, opportunities, and coping strategies for self-management. That way, they can be offered some help from the researcher and specialists in the field of self-management.

Conclusion: They need help to stay on the right track. The in-depth interview revealed that some employees are happy and satisfied with their work and workplace, and some are not. It is an indication that teaching staff need assistance to create a safe, motivating, and healthy environment through a self-management journal.

For further details on the study, contact Rizaldy C. Pidlaoan, Parada National High School, Santa Maria East District, at rizaldy.pidlaoan@deped.gov.ph and 09333409381.

Governance

Teachers' Profile and Linguistic Competency: Basis for School-Based Upskilling of Teachers

Introduction: Linguistic Competency plays a crucial role in effective teaching. Based on the 2023–2024 Self-Assessment Test (SAT) of the Results-Based Performance Management System (RPMS), most of the teachers have a low level of capability in displaying proficient use of mother tongue, Filipino, and English to facilitate teaching and learning. It is evident from the results that teachers do not have sufficient knowledge of teaching English, which might affect their teaching performance. The study aims to identify the level of linguistic errors and perception of the of the 47 elementary teachers regarding linguistic challenges and be a basis of a school-based plan; thus, assessing the linguistic skills of the teachers before and after its utilization.

Research Overview

Study Title: Teachers' Profile and Linguistic Competency: Basis for School-Based Upskilling of Teachers

Research Conducted By: Edna T. Gomez, PhD, Maria Vilma A. Frondoso, Analiza M. Ramos

Duration: November 2023- May 2025

Methodology

Sample Size: The study involved 47 elementary English teachers of Obando Central School. On the initial phase, all participants were given survey questionnaire to accomplish for quantitative data gathering and nine (9) teachers participated in Focus Group Discussion (FGD) for qualitative data gathering.

Design: The study employed mixed method research design, where qualitative and quantitative data are used for in-depth and comprehensive results..

Data Collection: All the data gathered became a basis for a school-based plan implemented to the teachers. The last phase included the pre-assessment and post-assessment performance comparison and analysis of teachers' linguistic skills.

Key Findings: The study found that most elementary English teachers committed moderate errors in prepositions, verb tenses, subject-verb agreement, and capitalization, punctuation, and spelling. These areas were identified as key concerns and became the focus of the school-based intervention plan. Teachers' linguistic errors were attributed to three main factors: intrinsic, work-related and environmental factors. After the intervention, teachers' post-assessment scores improved, indicating enhanced linguistic skills.

Implications: : This study supports teachers in evaluating their command of the English language. It helps them recognize and analyze their linguistic mistakes, offering opportunities for improvement in these areas.

Conclusion: After addressing both skill gaps and the underlying factors contributing to linguistic challenges, school-based plan is proven significant in nourishing teachers' linguistic skills. Thus, crafting a school-based plan should also be aligned with the profile and educational background of the teachers.

For further details on the study, contact Edna T. Gomez, PhD, Obando Central School, Obando District at ednagomez003@deped.gov.ph and 09369052934

From Junior to Senior High: Barriers to Educational Continuation for Grade 10 Students

Introduction: The transition from junior to senior high school is a critical stage in the Philippine K–12 system. At Felizardo C. Lipana National High School (FCLNHS), a growing number of Grade 10 completers are transferring to other institutions for Senior High School (SHS). This study investigates the barriers to educational continuation and prescribes intervention strategies to improve retention.

Research Overview

Study Title: From Junior to Senior High: Barriers to Educational Continuation for Grade 10 Students

Research Conducted By: Maria Cecilia L. Santiago, PhD

Duration: 2024–2025

Methodology

Sample Size: 40 Grade 10 completers who transferred to other schools.

Design: Mixed-methods prescriptive action research (Problem Identification → Data Gathering → Prescription of Intervention Strategies).

Data Collection: Structured surveys, semi-structured interviews, and focus group discussions Quantitative (mean scores, percentages) and qualitative (thematic analysis)

Key Findings: Facilities and peer influence were the strongest factors affecting transfer decisions. Strand offerings, teacher quality, school policies, location, and parental influence had varying levels of impact. Academic dissatisfaction was not a primary reason for leaving; environmental and social factors were more decisive. Retention rates declined sharply: discontinuity rose from 57% (2021–2022) to 75% (2023–2024), averaging 65% discontinuity across three years.

Implications: Improve school facilities to meet learner expectations. Strengthen peer engagement and support programs. Enhance communication with students and parents about SHS programs and strand offerings Promote institutional identity and competitiveness to retain students.

Conclusion: The study concludes that environmental and social factors, rather than academic dissatisfaction, drive student transfers. Prescribed interventions focus on facilities, peer influence, and program promotion. Future action research cycles will implement and evaluate these strategies to enhance retention at FCLNHS..

For further details on the study, contact Maria Cecilia L. Santiago, Felizardo C. Lipana National High School, Guiguinto District at mariacecilia,santiago@deped.gov.ph and 09424637725.

Governance

Success Story of School's Gulayan sa Paaralan: Basis for Crafting Sustainable Projects for the School Year 2024 – 2025

Introduction: Long before the launching MATATAG agenda wherein one of the components is TA, **TA**ke good care of learners by promoting their well-being, inclusive education and a positive learning environment, the Department of Education (DepEd) had already initiated the implementation of Gulayan sa Paaralan project. The first issuance of Gulayan sa paaralan was DepEd Memorandum No. 223 series 2016, strengthening the implementation of Gulayan sa Paaralan (GPP) in all public elementary and secondary schools in the country. This means that the project is really significant and still feasible to its purpose to address malnutrition and promote the production and consumption of vegetables to school children.

Research Overview

Study Title: Success Story of School's Gulayan sa Paaralan: Basis for Crafting Sustainable Projects for the School Year 2024 – 2025

Research Conducted By: Oliver P. Lopez, PhD

Duration: August 2024 – May 2025

Methodology

Sample Size: The study involved 51 Grade 6 pupils (26 male, 25 female) from 6 Diego Silang at Dr. Manuel G. Ramirez Memorial Elementary School in Barangay Malawak, Bustos, Bulacan.

Design: A IAOOI model, mixed-methods research design was utilized, integrating both quantitative and qualitative data

Data Collection: The interview guidelines were prepared in addition to FGD or focused group discussions to aid in coming up with better results. Researcher deemed the necessity of compiled results of the Gulayan sa Paaralan, using it as the baseline in formulating improvement of other school projects.

Key Findings: The Gulayan sa Paaralan Program is positively received by both pupils and teachers, serving as an effective educational and environmental initiative. The results indicated that there is no statistically significant difference between pupils' and teachers' perceptions across all domains at the 0.05 level. While teachers rated some areas slightly higher, the difference does not reflect a meaningful gap in perception.

Implications: A shared positive perception of the Gulayan sa Paaralan Program (GPP) among both pupils and teachers. Both groups agreed on the program's successful implementation and its importance in the academic and nutritional development of learners.

Conclusion: GPP was able to propose projects that ensured school gardening as an effective to learners' health and nutrition, food production, and strategy to collaborative linkage with the community and stakeholders.

For further details on the study, contact Oliver P. Lopez, Camachilihan Elementary School, Bustos District, at oliver.lopez@deped.gov.ph and 09530721241.

Exploring the Challenges and Opportunities in Research Management for Transforming School Instructional Practices

Introduction: This study investigates the challenges and opportunities in research management at Balaong Elementary School as a transformative avenue for instructional practice. Adopting a Mixed Methods Sequential Explanatory Design, the study integrates quantitative and qualitative data to provide a holistic understanding of the issue and to delve deeper into collective experiences and attitudes of teachers toward research engagement.

Research Overview

Study Title: Exploring the Challenges and Opportunities in Research Management for Transforming School Instructional Practices

Research Conducted By: Ma. Cecilia DP. Catu, PhD

Duration: January-July 2025

Methodology

Sample Size: The study involved 15 teachers from Balaong Elementary School. Among them, there is 1 male teacher and 14 female teachers, reflecting the gender distribution of the teaching staff and career ladder.

Design: The study utilized a mixed-methods approach, specifically employing structured surveys and focus group discussions.

Data Collection: A structured survey was used to gather quantitative data by capturing the perceptions, experiences, and attitudes of the 15 teachers toward research management and its role in transforming instructional practices. In addition, a focus group discussion was conducted to collect qualitative data, fostering in-depth exploration of the teachers' experiences and insights.

Key Findings: The findings reveal a critical gap in research engagement among teachers at Balaong Elementary School, with 0 out of 15 educators conducting any research. This underscores the need for targeted interventions to build a research-driven culture within the school.

Implications: The findings point to clear potential for cultivating a research-driven culture. Participants highlight the importance of collaborative environments, professional development, peer mentoring, and administrative support in fostering inquiry-based practices.

Conclusion: The study suggests that with an enabling school research culture and targeted interventions such as, but not limited to, establishing research support teams, embedding inquiry activities within school programs, and forging external partnerships to provide technical guidance, Balaong Elementary School can evolve into a hub of reflective, evidence-informed teaching.

For further details on the study, contact Ma. Cecilia DP. Catu, Balaong Elementary School, San Miguel Central District, at ma.catu@deped.gov.ph.



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