2025 BRIGHT

BUILDING RESEARCH INNOVATION AND GROWTH FOR HIGHER THINKING

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BUILDING RESEARCH INNOVATION AND GROWTH FOR HIGHER THINKING

Theme:
"Revisit. Relearn. Reimagine: Empowering DepEd through Evidence-Based Practice"
-Better Research, Better Learning-

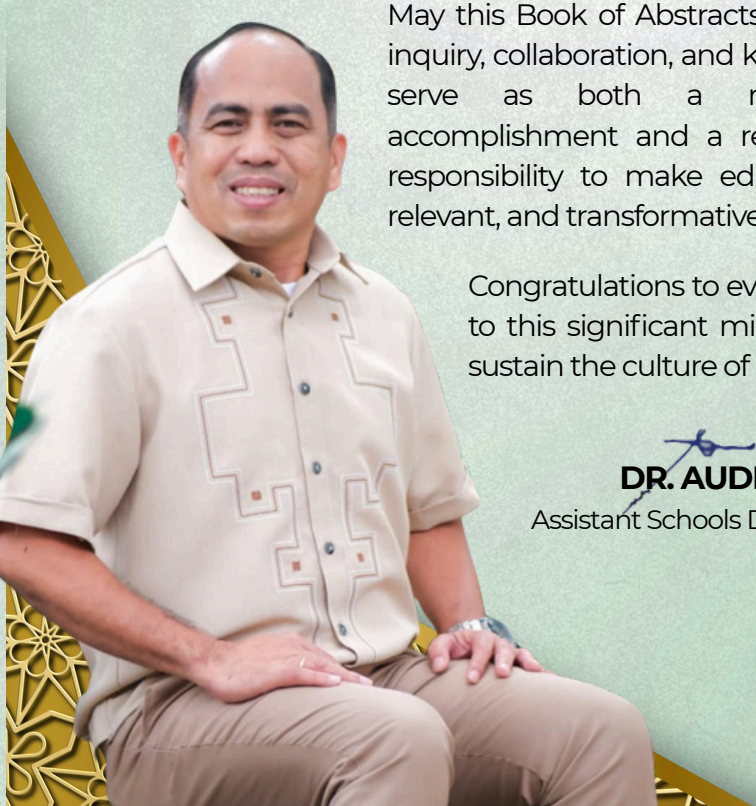
October 10 - 11, 2025
Covered Court, Bayabas National High School,
Cagayan de Oro City

DEPARTMENT OF EDUCATION
Division of Cagayan De Oro City

Message

It is with great pride and joy that I extend my warmest congratulations to all researchers whose works are featured in this Book of Abstracts. This compilation reflects not only the dedication and creativity of our teachers and school leaders but also the Division's strong commitment to advancing evidence-based practices in education.

Research serves as a powerful tool in addressing the challenges of our schools and communities. By systematically studying our experiences and generating insights, we transform classroom practices, strengthen governance, and inspire innovations that directly benefit our learners.



May this Book of Abstracts encourage continuous inquiry, collaboration, and knowledge sharing. Let it serve as both a record of academic accomplishment and a reminder of our shared responsibility to make education more inclusive, relevant, and transformative.

Congratulations to everyone who contributed to this significant milestone. Together, let us sustain the culture of research in our Division.

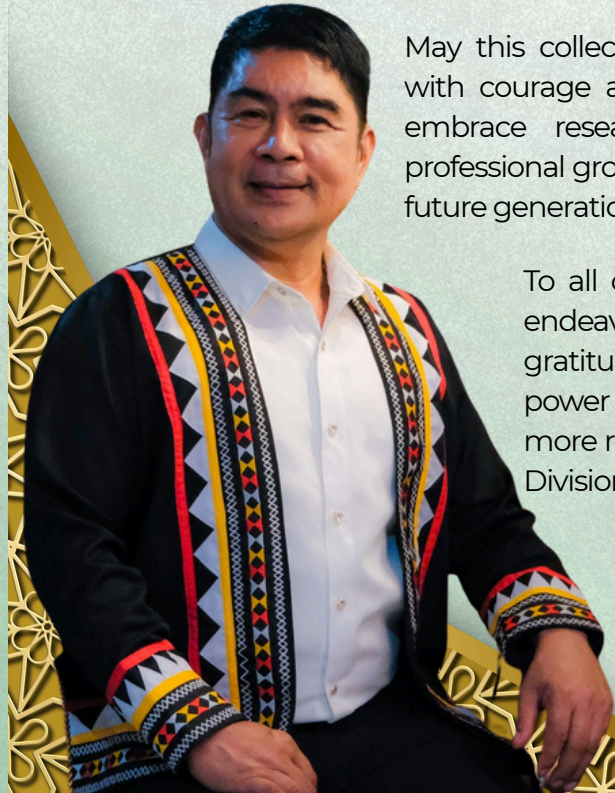
DR. AUDIE S. BORRES
Assistant Schools Division Superintendent

DEPARTMENT OF EDUCATION
Division of Cagayan De Oro City

Message

The publication of this Book of Abstracts marks a significant milestone in our Division's continuing journey toward educational excellence. It reflects not only the intellectual rigor of our teacher-researchers and school leaders but also the shared vision of our Division to make research a foundation for decision-making and innovation.

As Schools Division Superintendent, I take pride in witnessing how research has become an integral part of our culture—transforming challenges into opportunities and ideas into concrete solutions. Each study presented here is a product of dedication, collaboration, and a genuine desire to improve the quality of education for every learner we serve.



May this collection inspire us to move forward with courage and purpose. Let us continue to embrace research not only as a tool for professional growth but as a legacy we pass on to future generations of educators and learners.

To all contributors and partners in this endeavor, I extend my deepest gratitude. Together, let us uphold the power of research in shaping a brighter, more resilient future for education in our Division.

DR. ROY ANGELO E. GAZO
Schools Division Superintendent



Keynote Speaker

Dr. Angelo Mark P. Walag

Professor VI

Department of Science and Education
University of Science and Technology of Southern Philippines



Plenary Speaker

Dr. Ricky S. Tadlip

College President

Magsaysay College

PROGRAM
Day 1: October 10, 2025

Morning Session – Opening Program

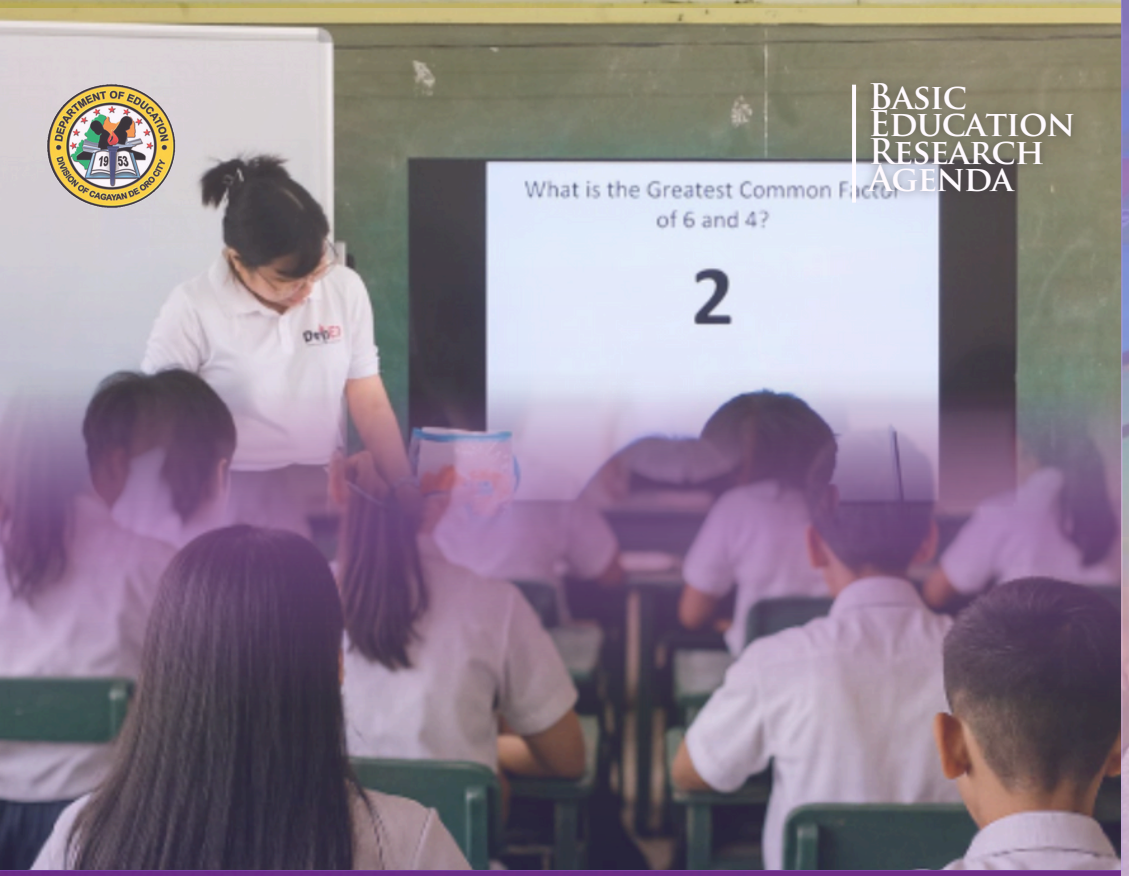
Time	Session/Topic	Speaker/Facilitator/Responsible Person
8:00 to 9:00	Registration	TWG
9:00 to 9:05	Opening Prayer and National Anthem	AVP
9:05 to 9:10	Welcome Remarks	Dr. Rosalio R. Vitorillo SGOD, Chief
9:10 to 9:15	Rationale of the Activity	Beverly Anne E. Nicolasora SEPS, Planning and Research
9:15 to 9:25	Acknowledgement of Guests and Participants	Dr. Jean S. Macasero CID, Chief
9:25 to 9:35	Message	Dr. Audie S. Borres Assistant Schools Division Superintendent
9:35 to 9:45	Message	Dr. Roy Angelo E. Gazo Schools Division Superintendent
9:45 to 9:50	Introduction of the Keynote Speaker	Beverly Anne E. Nicolasora SEPS, Planning and Research
9:50 to 10:35	Keynote Address	Dr. Angelo Mark Walag
10:35 to 10:40	Token of Appreciation to Keynote Speaker	EMCEE: Shielamar Labiscase
10:40 to 10:50	Energizer: Research Word Relay	EMCEE: Shielamar Labiscase
10:50 to 10:55	Introduction of the Plenary Speaker 1	Beverly Anne E. Nicolasora SEPS, Planning and Research
10:55 to 11:40	Plenary Session 1:	Dr. Ricky S. Tadlip College President Magsaysay College
11:40 to 11:45	Token of Appreciation to the Plenary Speaker 1	EMCEE: Shielamar Labiscase
11:45 to 12:00	Reminders and Transition to Lunch Break	EMCEE: Shielamar Labiscase
LUNCH BREAK		
Afternoon Session – Parallel Sessions (Rotating) *Each group attends two different topics – one in the first half, another in the second half*		

PROGRAM
Day 2: October 11, 2025

Time	Session/Topic	Speaker/Facilitator
8:00 – 8:15	Preliminaries, Recap of Day 1 and Overview of Day 2	
8:15 – 8:20	Introduction of the Plenary Speaker 2	EMCEE: Shielamar Labiscase
8:20 – 9:20	Plenary Session 2: Unpacking the Multi-Cycle Nature of Action Research for Greater Impact	Beverly Anne E. Nicolasora SEPS, Planning and Research
9:20 – 9:25	Token of Appreciation to the Plenary Speaker 2	EMCEE: Shielamar Labiscase
9:25 – 9:30	Introduction to Plenary Speaker 3	Beverly Anne E. Nicolasora SEPS, Planning and Research
9:30 – 10:30	Plenary Session 3: The Positive Use of AI in Educational Research	Dr. Hasima N. Salic Assistant Principal – CDONHS-JHS
10:30 – 10:35	Token of Appreciation to the Plenary Speaker 3	EMCEE: Shielamar Labiscase
10:35 – 10:40	Introduction to Plenary Speaker 4	Beverly Anne E. Nicolasora SEPS, Planning and Research
10:40 – 11:40	Plenary Session 4: Leveraging Technology for Research Dissemination	Dr. Mark John T. Gabule Assistant School Principal-Bulua National High School
11:40 – 11:45	Token of Appreciation to the Plenary Speaker 4	EMCEE: Shielamar Labiscase
11:45 – 11:55	Announcements	
LUNCH BREAK		
AFTERNOON SESSION		
1:00 – 3:00	Synthesis and Open Forum	
3:00 – 5:00	Closing Program, Awarding of Certificates, and Adjournment	

RESEARCH ABSTRACT

THEME 1: TEACHING & LEARNING



BASIC EDUCATION RESEARCH AGENDA

TEACHING & LEARNING

Math and Assessment Category

Research in mathematics instruction explores effective strategies to improve problem-solving, reasoning, and learner engagement. It investigates approaches such as contextualized learning, technology integration, and differentiated instruction to strengthen comprehension and performance. Findings provide evidence-based practices that enhance teaching, assessment, and higher-order thinking for academic success.

For more information, contact:

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Email: cagayandeoro.city@deped.gov.ph

DEPARTMENT OF EDUCATION
Division of Cagayan De Oro City

Name of Proponent(s)	Research Title	School/District
Beverly H.Gorra	PROJECT #123 MISSION (MATHEMATICS INITIATIVE WITH STUDENT SUPPORT IN OVERCOMING NEEDS): ADDRESSING MATHEMATICAL SKILLS GAP IN THE IN-PERSON LEARNING	Gusa Elementary School East 1 District
Fretzyl Rose J. Monsanto	PROJECT ATM: ADDING 2-3 DIGIT NUMBERS THROUGH A TOUCH DOT METHOD FOR STRUGGLING SECOND GRADE LEARNERS	Puerto Elementary School East 2 District
Grecilyn C. Renos	MATH LADDER BOARD: A GAME-BASED LEARNING APPROACH TO DEVELOP PROFICIENCY IN FOUR FUNDAMENTAL BASIC OPERATIONS IN MATHEMATICS VI	Kauswagan Central School North 2 District
Lorilie L. Carias Laiel P. Capistrano Apple Mae S. Celda	ENHANCING PROBLEM-SOLVING THROUGH STORY-BASED LEARNING: AN ACTION RESEARCH ON THE "READ IT, THINK IT, SOLVE IT" INTERVENTION AMONG GRADE 3 LEARNERS	Besigan Elementary School Southwest 2 District
Akisa A. Musor	PICK ME UP-COUNT AND DROP: A PLAY-BASED ONE TO ONE CORRESPONDENCE IN IMPROVING THE COUNTING SKILLS OF KINDERGARTEN PUPILS	Balulang Elementary School West 1 District
Acaylar, Eden C. Olasiman, Ellen Mae D.	MATCH-UP FRIDAY: ENHANCING THE PROFICIENCY LEVEL IN MATHEMATICS	Bulua Central School and Iponan Elementary School West 2 District
Ryan C. Tura	IMPROVING PUPILS' LEARNING OUTCOME IN ARALING PANLIPUNAN THROUGH PROJECT PAST: PORTFOLIO-BASED ASSESSMENT SUPPORT TOOL	Camp Evangelista Elementary School West 2 District

PROJECT #123 MISSION (MATHEMATICS INITIATIVE WITH STUDENT SUPPORT IN OVERCOMING NEEDS): ADDRESSING MATHEMATICAL SKILLS GAP IN THE IN-PERSON LEARNING

Beverly H.Gorra
Gusa Elementary School
East 1 District

ABSTRACT

This study evaluated the effectiveness of Project #123 MISSION in addressing mathematics skill gaps among 23 Grade 6 learners at Gusa Elementary School during the resumption of in-person learning. A mixed-method design was employed, using descriptive statistics and a paired-samples t-test for quantitative data, and focus group discussions (FGDs) for qualitative insights. Pretest results showed that 57% of learners performed below proficiency (9% "Poor" and 48% "Below Standard"), while only 43% met or exceeded expectations. After the intervention, post-test results demonstrated significant improvement, with 70% of learners reaching the "Meeting the Standard" or "Superior" levels, as validated by the t-test. The FGDs revealed notable gains in confidence, participation, and interest in mathematics. Findings indicate that Project #123 MISSION effectively enhanced learners' proficiency and attitudes toward mathematics. It is recommended that similar interventions be adapted across other grade levels, with sustained remediation and support to ensure continuous progress.

Keywords: *Project #123 MISSION,mathematics skills gap, proficiency level,mathematics intervention*

PROJECT ATM: ADDING 2-3 DIGIT NUMBERS THROUGH A TOUCH DOT METHOD FOR STRUGGLING SECOND GRADE LEARNERS

Fretzyl Rose J. Monsanto
Puerto Elementary School
East 2 District

ABSTRACT

This action research examined the effectiveness of the Touch Dot Method in improving addition skills among struggling second-grade learners. Seven pupils participated in two instructional cycles targeting two- and three-digit addition. A within-learner, paired design was used, with pretest–posttest data analyzed for Cycle 1 and repeated posttests across cycles. Statistical analyses included Shapiro–Wilk tests for normality, Wilcoxon signed-rank for non-normal paired comparisons, paired t-test for percentage gains, and McNemar's exact test for mastery changes. Results showed significant improvement from pretest (Mdn = 1.0) to posttest (Mdn = 7.0) in Cycle 1, W = 0, p = .021, with a large effect size (r = .90). Across two cycles, mean percentage scores increased from 37.1% to 65.0%, and mastery improved from 0% to 57.1%. Engagement ratings rose significantly, and common errors such as regrouping and place-value misalignment declined substantially. These findings suggest that the Touch Dot Method is an effective multisensory strategy for enhancing computational accuracy, learner confidence, and progress toward mastery in early mathematics.

Keywords: *Touch Dot Method; multisensory instruction; addition skills; struggling learners; action research; mastery learning; elementary mathematics.*

MATH LADDER BOARD: A GAME-BASED LEARNING APPROACH TO DEVELOP PROFICIENCY IN FOUR FUNDAMENTAL BASIC OPERATIONS IN MATHEMATICS VI

Grecilyn C. Renos
Kauswagan Central School
North 2 District

ABSTRACT

This study examined the effectiveness of the Math Ladder Board, a game-based learning intervention, in enhancing Grade Six learners' proficiency in the four fundamental operations—addition, subtraction, multiplication, and division—while exploring their classroom experiences with the approach. A mixed-method design was employed with 113 learners at Kauswagan Central School. Pre-test results revealed uneven proficiency, with addition scoring highest (M = 4.05) and division lowest (M = 3.62). Following the intervention, post-test scores improved significantly across all operations: addition (M = 4.29), subtraction (M = 4.21), multiplication (M = 4.12), and division (M = 3.84). Statistical analysis using the Wilcoxon Signed-Rank test confirmed these gains as highly significant ($p < 0.001$), indicating stronger and more consistent computational skills. Qualitative data highlighted three key themes: peer interaction and collaboration (42%), engagement and motivation (33%), and skill development with increased confidence (25%). Learners reported that mathematics became "fun and exciting," enjoyed cooperative problem-solving, and expressed greater confidence in handling tasks.

Keywords: *Math Ladder Board, Game-Based Learning, Mathematics Proficiency*

ENHANCING PROBLEM-SOLVING THROUGH STORY-BASED LEARNING: AN ACTION RESEARCH ON THE "READ IT, THINK IT, SOLVE IT" INTERVENTION AMONG GRADE 3 LEARNERS

Lorilie L. Carias
Laiel P. Capistrano
Apple Mae S. Celda
Besigan Elementary School
Southwest 2 District

ABSTRACT

This study investigated the effectiveness of the Read It, Think It, Solve It intervention in enhancing the problem-solving skills of Grade 3 learners at Besigan Elementary School. Specifically, it aimed to (1) establish baseline performance in solving word problems, (2) examine the influence of MathStories on comprehension, engagement, and persistence, and (3) assess improvements after the intervention. The approach followed the SIMPLE model (Storytelling, Identification, Modeling, Practice, Learner Work, Evaluation), integrating localized stories into mathematics instruction. Forty learners participated, with data collected through pretest–posttest scores, weekly quizzes, reflection journals, classroom observations, and parent feedback. Quantitative analysis using mean, percentage, standard deviation, and effect size revealed very low baseline performance (M = 1.25, SD = 1.21). After the intervention, scores improved significantly (M = 6.20, SD = 1.77), yielding a mean gain of 4.95 and a very large effect size (Cohen's d = 4.08). Weekly quizzes confirmed consistent progress, while journals and observations highlighted increased confidence, persistence, and the use of diverse problem-solving strategies. Parent feedback further validated the real-life application of these skills. Findings demonstrate that MathStories is an effective and sustainable intervention that bridges reading comprehension with mathematical reasoning. Integration into regular instruction and school-wide programs is recommended to strengthen both literacy and numeracy outcomes.

Keywords: *problem-solving, SIMPLE model, reading comprehension, numeracy, learner engagement*

PICK ME UP-COUNT AND DROP: A PLAY-BASED ONE TO ONE CORRESPONDENCE IN IMPROVING THE COUNTING SKILLS OF KINDERGARTEN PUPILS

Akisa A. Musor
Balulang Elementary School
West 1 District

ABSTRACT

The study evaluates the effectiveness of play in improving the young learners' early numeracy. Through hands-on play, and incorporates the idea of one-to-one correspondence, a basic mathematical principle where each object is tallied relates to one and only one numerical name. Based on the Kindergarten Progress Report Card, 79 of the 187 pupils in kindergarten, or 42% of the total enrollment, were still in the GS, or "Gasugod." in their learning competencies “Makaihap sa mga butang sugod isa hangtod napulo” in the 2nd quarter period. Through focus group discussions, observations, and survey questions, the researcher used a triangulation method. With the use of tangible objects in an organized "Pick Me-Up and Drop" innovation, pupils can participate in fun and stimulating counting instruction. The study evaluates to see if this strategy performs conventional rote counting techniques in terms of accuracy, number identification, and engagement. According to the findings, the play-based method greatly improves pupils' counting skills, solidifies their grasp of numbers, and cultivates a love of arithmetic. These results imply that incorporating play into early math education is an effective way to help young children build their core counting abilities.

Keywords: *Play-Based, Mathematics, Intervention*

MATCH-UP FRIDAY: ENHANCING THE PROFICIENCY LEVEL IN MATHEMATICS

Acaylar, Eden C.
Olasiman, Ellen Mae D.
Bulua Central School and Iponan Elementary School
West 2 District

ABSTRACT

This study examined the proficiency level in Mathematics. A descriptive method was employed, with the eighteen (18) Grade 3 learners for School Year 2024 – 2025. Data were collected from pre and post tests using Regional Unified Quarterly Assessment (RUQA) and Focus Group Discussion. Descriptive statistics were utilized to measure the effect of the Match Up Friday intervention and t-test to evaluate the significant difference between Cycles 1 and 2 while FGD responses were transcribed, themed, and interpreted. Results indicated notable improvements after the Match Up Friday intervention implementation, with the majority of learners reaching Proficient and Advanced levels, reflecting deeper understanding and stronger application of mathematical competencies. Focus group discussion revealed that the intervention enhanced recall of basic operations through warm-up drills, boosted confidence through peer learning, and sustained engagement through differentiated tasks such as gallery walks and guided practices. However, statistical analysis using t-test with ($p = 0.00026$) confirmed significant difference between the effects of Match Up intervention on Cycle 1 and 2 implementations. The findings suggest that Match Up Friday is a valuable instructional strategy that not only strengthens mathematical foundations but also promotes confidence, collaboration, and active engagement. The study recommends that teachers consider the structured intervention with differentiated activities to enhance mathematics proficiency.

Keywords: *Match-Up Friday, Proficiency Level, Mathematics Skills*

IMPROVING PUPILS' LEARNING OUTCOME IN ARALING PANLIPUNAN THROUGH PROJECT PAST: PORTFOLIO-BASED ASSESSMENT SUPPORT TOOL

Ryan C. Tura
Camp Evangelista Elementary School
West 2 District

ABSTRACT

The study is conducted in pursuit of improving the learning outcomes of the learners in Araling Panlipunan subject within the first quarter of the school year. The study used action research design which involves multicycle implementation. It involves thirty (30) Grade Six pupil respondents purposively chosen using inclusion and exclusion criteria. To analyze and interpret the data, the study used descriptive statistics such as weighted mean and percentage. For qualitative data, the study used thematic analysis adopting Collaizi's 1978 method. Meanwhile, to test the difference between the pre-test and post-test, the study used T-test Paired Two Sample for Means using 0.05 level of significance. The study revealed that the level of learning outcomes of the learners in the first cycle falls to below the standard level with a proficiency level of 59.41%. Learners' perceptions emerged such as engaging, creativity and help develop their writing skills. Meanwhile, challenges emerged such as lack of time, lack of materials and difficulty in using Filipino language. Considering these challenges encountered in the second cycle of implementation, the level of pupils' learning outcomes has reached the meeting the standard level with a proficiency level of 78.29%. Additionally, the test of significant difference between pre-test and post-test revealed that the p-value is 0.006 less than 0.05 level of significance which means that there is a significant difference on the pupils' learning outcomes between their scores in the pre-test and post-test. The study concludes that portfolio-based assessment is an effective tool in Araling Panlipunan, hence, it is recommended to the teachers to use and adopt the Project PAST: Portfolio-based Assessment Support Tool not just in Araling Panlipunan but across subject areas to further test its significance. Moreover, school heads may conduct LAC sessions to train teachers on how to use portfolio-based assessment tools in their respective classrooms.

Keywords: *Araling Panlipunan, Assessment, Learning Outcomes, Portfolio-based, Project PAST*

TEACHING & LEARNING

2025 BRIGHT | BUILDING RESEARCH INNOVATION AND GROWTH FOR HIGHER THINKING

Math Category



Beverly H.Gorra
Gusa ES



Fretzyl Rose J. Monsanto
Puerto ES



Grecilyn C. Renos
Kauswagan CS



L. Carias, L. Capistrano, A. Celda
Besigan ES



Akisa A. Musor
Balulang ES



Olasiman, E., Acaylar, E.
Iponan ES and Bulua CS



L. Carias, L. Capistrano, A. Celda
Besigan ES



BASIC EDUCATION RESEARCH AGENDA

TEACHING & LEARNING

Science and English Category

This category features teacher-led studies that enhance teaching and learning in Science and English. It emphasizes evidence-based strategies and innovations that foster inquiry, critical thinking, communication skills, and meaningful application of concepts to improve learner engagement and achievement.

For more information, contact:

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DEPARTMENT OF EDUCATION
Division of Cagayan De Oro City

Name of Proponent(s)	Research Title	School/District
Cleo Marie T. Paragoso	PROJECT MAGO: Manipulative Graphic Organizer Improving Higher Order Thinking Skills in Science 5	Consolacion Elementary School North 1 District
Grace M. Arpay	Building Resilience in Kindergarten through Weather Education Implementing Weather O'clock (WOC)	Balulang Elementary School West 1 District
Hadjihabir, Aimeah Godinez, Lady Vynn	Basic Grammar Bootcamp: A Targeted Intervention to Achieve Parts of Speech Mastery	Agusan National High School East 2 District
Rerajosie M Pacala Niño Jan P. Pacala	Project HANDS: Hands on maNipulatives that Develop handwriting Skills	Bongbongon Elementary School North 2 District
Arlene S. De Guma Geneveve L. Mantala Jeanelyn S. Castro	DIGITAL GRAMMAR INTEGRATION PROGRAM (DGIP): ENHANCES GRAMMAR PROFICIENCY IN SIXTH GRADE LEARNERS	South City Central School South District
Balangiao, Donna Marie O.	WaR: Write And Rewrite Activity Kit On Improving Cursive Handwriting Skills Among Grade Six Learners	Lumbia Central School Southwest 1 District
Sonia G. Lagura Shajerah A. Palasol Mildred R. Rejas	WAS UP (Writing Activity Sheet) for Upper-Grade Level: A Handwriting Material for Learners in this Generation	Macanhan Elementary School West 1 District
De La Cerna, Nhyrejen G. Andilab, Joan P. Lariba, Jeany Rose A.	Enhancing Grammar Skills of Grade 7 through Project Four P's (Prepare, Present, Practice, And Perform)	Pedro "Oloy" N. Roa Sr. High School West 2 District

PROJECT MAGO: MANIPULATIVE GRAPHIC ORGANIZER IMPROVING HIGHER ORDER THINKING SKILLS IN SCIENCE 5

Cleo Marie T. Paragoso
Consolacion Elementary School
North 1 District

ABSTRACT

This study investigated the effectiveness of Project MAGO (Manipulative Graphic Organizer) in improving mastery of Science 5 competencies. Conducted at Consolacion Elementary School during SY 2024–2025, it employed a mixed-methods, one-group pretest–posttest design with an intact Grade V class. The intervention integrated weekly lessons with printable, moveable-tab graphic organizers aligned with Quarter 1–2 MELCs and embedded prompts for justification, comparison, and explanation. Data were gathered through a 30-item MELC-blueprinted mastery test, classroom observation checklists, and focus group discussions with learners, parents, and teachers. Quantitative data were analyzed using descriptive statistics, assumption checks, and a paired-samples t-test (or Wilcoxon test), with effect sizes computed through Cohen's d. Qualitative data were thematically coded to triangulate findings. Results revealed a statistically significant increase from pretest to posttest, with improved performance across all MELCs, particularly in higher-order thinking (apply–analyze–evaluate). Focus group feedback highlighted enhanced engagement, clearer understanding of cause–effect and compare–contrast relations, and support for differentiation and home practice. The study concludes that MAGO serves as a low-cost, practical scaffold that strengthens both mastery and reasoning in Science 5. Recommendations include expansion to subsequent quarters, routine monitoring of per-MELC mastery, and replication with comparison groups for stronger validation.

Keywords: *Science 5, manipulative graphic organizer, mastery, higher-order thinking, scaffolding, MELCs*

BUILDING RESILIENCE IN KINDERGARTEN THROUGH WEATHER EDUCATION IMPLEMENTING WEATHER O'CLOCK (WOC)

Grace M. Arpay
Balulang Elementary School
West 1 District

ABSTRACT

This study examined the effectiveness of Weather O'Clock (WOC) as an innovative instructional material for developing basic weather concepts among kindergarten pupils at Balulang Elementary School. Participants included seventy-four (74) pupils who received a "Gasugod" (GS) performance rating in their 2nd quarter report cards under the competency "Makaila sa nagkadaiyang klase sa panahon" (identifying different types of weather). A triangulation method was employed, utilizing focus group discussion, classroom observation, and survey questionnaires to determine learning gaps and the need for intervention. Findings confirmed the necessity of instructional support to enhance pupils' skills in weather identification. Weather O'Clock was then introduced as an intervention tool. Results showed remarkable improvement in pupils' performance during the 3rd quarter, with 96% of learners progressing from "Gasugod" (GS) to "Makanunayon" (MK) levels. This significant increase indicates that Weather O'Clock effectively strengthened pupils' weather identification skills and improved overall understanding of weather concepts. The study concludes that Weather O'Clock is a practical and effective material for kindergarten instruction. It is recommended for integration into classroom practice to support early learners' comprehension of weather, and as a supplementary tool to enrich teaching strategies in early childhood science education.

Keywords: *Weather O'Clock, kindergarten, weather identification, early childhood education, instructional tool*

BASIC GRAMMAR BOOTCAMP: A TARGETED INTERVENTION TO ACHIEVE PARTS OF SPEECH MASTERY

Hadjihabir, Aimeah
Godinez, Lady Vynn
Agusan National High School
East 2 District

ABSTRACT

Mastery of the parts of speech is essential for language proficiency, yet many Grade 8 students struggle with basic grammar. This study evaluated the effectiveness of an Intensive Grammar Bootcamp using an explanatory sequential mixed methods design, combining quantitative pre- and post-tests with qualitative interviews and observations involving 42 students from Agusan National High School. Results showed that 88.10% of students had low proficiency before the intervention, while 30.96% improved to higher levels after, with significant gains confirmed statistically ($Z = -5.46$, $p = 0.00$). Qualitative findings highlighted that step-by-step instruction and visual aids increased motivation and engagement. However, 35.71% still needed additional support, indicating the need for ongoing differentiated instruction. The study concludes that structured, student-centered grammar interventions significantly enhance mastery of parts of speech but require continued support for some learners.

Keywords: *Basic Grammar Bootcamp, Parts of Speech*

PROJECT HANDS: HANDS ON MANIPULATIVES THAT DEVELOP HANDWRITING SKILLS

Rerajosie M Pacala
Niño Jan P. Pacala
Bongbongon Elementary School
North 2 District

ABSTRACT

This study investigated the factors contributing to the improvement of kindergartners' handwriting skills at Bongbongon Elementary School during the 2024–2025 school year. Early writing behaviors, such as drawing, sketching, and forming letter-like shapes, allow young children to communicate thoughts and emotions long before formal writing develops. Positive adult responses to these early attempts play a crucial role in sustaining children's intrinsic motivation to write, making it essential for parents, teachers, administrators, and community members to understand the stages of writing development and foster supportive attitudes. One less complicated area of growth is handwriting, which includes honing the fine motor abilities required to produce print shapes, including alphabet letters. Handwriting and composition grow together so that early children can bridge their written and spoken worlds. To gain deeper insight into learners' needs and motivations, the study utilized interviews and classroom observations. Findings revealed that kindergartners prefer engaging, interactive writing tasks and respond positively to activities that spark curiosity and enjoyment. The research highlights the effectiveness of manipulative tools and interactive exercises as intervention strategies to enhance fine motor coordination and handwriting proficiency. It shows that by integrating playful, hands-on approaches, educators can address writing challenges while nurturing confidence and creativity. Therefore, this study underscores that early support in handwriting not only improves technical skills but also cultivates a lifelong positive attitude toward writing, enabling young learners to express their feelings, ideas, and experiences more effectively.

Keywords: *Fine Motor Skills, Interactive Activities, Manipulative Tool*

DIGITAL GRAMMAR INTEGRATION PROGRAM (DGIP): ENHANCES GRAMMAR PROFICIENCY IN SIXTH GRADE LEARNERS

Arlene S. De Guma
Geneveve L. Mantala
Jeanelyn S. Castro
South City Central School
South District

ABSTRACT

This study sought to determine the effectiveness of computer-based resources in teaching grammar to sixth-grade learners. Given that they are digital natives, learners are very accustomed to using digital tools, which makes them useful tools for motivation and grammar learning. Two cycles were utilized to implement the Digital Grammar Integration Program (DGIP). In Cycle 1, learners used reading websites, video tutorials, online assessments, and grammar games. To further improve results, Cycle 2 modifications emphasized contextualized, differentiated, and real-world applications. Online tools like Kahoot, Canva, Jamboard, and Quizlet Live, as well as group activities like "grammar circles," promoted cooperation and peer learning. Progress was monitored using pre- and post-tests. The result showed that from the baseline mean of 42.85, it increased to 64.35 in Cycle 1 by about 21.50. The mean increased by 10.65 points to 75.00 in Cycle 2, about 32.15 when combined. Interactive grammar games were the most rated resource (M=4.6), followed by online tests (M=4.5), video lessons (M=4.2), and reading websites (M=3.9).
All things taken into account, DGIP has proven to be effective in integrating digital resources, making grammar instruction more engaging, contextualized, and adaptive.

Keywords: *internet resources, grammar skills, digital learning, online quizzes, differentiated instruction, English language teaching*

WAR: WRITE AND REWRITE ACTIVITY KIT ON IMPROVING CURSIVE HANDWRITING SKILLS AMONG GRADE SIX LEARNERS

Balangiao, Donna Marie O.
Lumbia Central School
Southwest 1 District

ABSTRACT

The study was conducted in the quest of improving Grade Six pupils' cursive handwriting skills through the WaR: Write and Rewrite Cursive Handwriting Program. The study used an action research design in one research cycle which adopted a mixed-method approach, combining both quantitative data employing a pretest-posttest questionnaire and qualitative data through focus group discussion (FGD) using a semi-structured interview. Forty (40) Grade Six pupils were selected through purposive sampling. Quantitative data were analyzed and interpreted using descriptive statistics (mean and standard deviation) and inferential statistics (Paired Samples t-test), while qualitative data were analyzed following Braun and Clarke's (2022) Thematic Analysis Method. The pretest results revealed that pupils' cursive handwriting performance was generally "Fair" with an overall mean of 2.27 and standard deviation of 0.61. The posttest results showed that pupils' cursive handwriting performance improved to "Good" with an overall mean of 3.30 and standard deviation of 0.54. Furthermore, the Paired Samples t-test results revealed significant differences in all evaluated handwriting skills, t-values ranging from 8.07 to 15.73, $p < .05$, indicating the effectiveness of the intervention. Meanwhile, three major themes emerged from the FGD: enhanced handwriting skills and technical mastery, increased confidence and motivation to write, and recognition of areas needing further practice. It is recommended that teachers integrate the WaR Cursive Handwriting Program in regular classroom instruction to further enhance pupils' handwriting skills.

Keywords: *Cursive Handwriting, WaR Program, Handwriting Skills*

WAS UP (WRITING ACTIVITY SHEET) FOR UPPER-GRADE LEVEL: A HANDWRITING MATERIAL FOR LEARNERS IN THIS GENERATION

Sonia G. Lagura
Shajerah A. Palasol
Mildred R. Rejas
Macanhan Elementary School
West 1 District

ABSTRACT

This action research aimed to improve the handwriting skills of Grade 6 pupils in Macanhan Elementary School through the development and use of WAS-UP (Writing Activity Sheet) for Upper Grade Level: A Handwriting Material For Learners in this Generation. The material was designed to encourage and motivate learners to write legibly, thereby enhancing their academic performance. Using descriptive and quantitative methods, pre- and post-tests were administered, and follow-ups were conducted to reinforce learning. Findings revealed that the intervention significantly improved handwriting skills and promoted learner responsibility in written tasks. The researchers recommend the use of WAS-UP as a handwriting remediation tool, especially at the start of the school year.

Keywords: *enhance, illegible handwriting, improve, remediation, writing exercises.*

Enhancing Grammar Skills of Grade 7 through Project Four P's (Prepare, Present, Practice, And Perform)

De La Cerna, Nhyrejen G.
Andilab, Joan P.
Lariba, Jeany Rose A.
Pedro “Oloy” N. Roa Sr. High School
West 2 District

ABSTRACT

This action research examined the effectiveness of Project Four P’s (Prepare, Present, Practice, and Perform) in enhancing grammar skills among 50 Grade 7 learners at Pedro "Oloy" N. Roa Sr. High School. The intervention was designed in response to grammar proficiency gaps, as 155 of 539 Grade 7 students were identified at the “Developing” level. Grounded in Canale and Swain’s Communicative Competence Theory, the study implemented a two-cycle intervention. The First Cycle emphasized structured grammar instruction through activity sheets, while the Second Cycle integrated creative writing and performance tasks to reinforce application. Data were collected through pre- and post-assessments analyzed with paired t-tests, alongside student perception surveys subjected to thematic analysis. Findings showed significant improvement: First Cycle scores rose from 20.3 to 27.1 ($t = 8.9$, $p < .001$), progressing from “Developing” to “Approaching Proficient,” while Second Cycle scores increased from 23.5 to 34.1 ($t = 20.2$, $p < .001$), reaching the “Proficient” level. Learners in the “Proficient” and “Advanced” categories increased from 12% to 76%. Thematic analysis revealed greater confidence and engagement through creative activities, though challenges in language mechanics persisted, underscoring the need for translanguaging support. Overall, the Four P’s framework effectively bridged theoretical instruction with authentic practice, offering a scalable model for grammar teaching.

Keywords: *grammar skills enhancement, grammar instruction, language proficiency, grammar competence*

TEACHING & LEARNING

Science and English Category

2025 BRIGHT | BUILDING RESEARCH INNOVATION AND GROWTH FOR HIGHER THINKING



Cleo Marie T. Paragoso
Consolacion ES

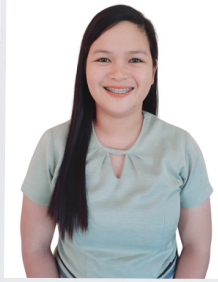


Grace M. Arpay
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Pedro "Oloy" N. Roa Sr.
High School

DepED DEPARTMENT OF EDUCATION

BAGONG PILIPINAS



TEACHING & LEARNING

TLE, AP, EsP and MAPEH Category

This category presents teacher-conducted studies that enhance instruction and learner outcomes in Technology and Livelihood Education (TLE), Araling Panlipunan (AP), Edukasyon sa Pagpapakatao (EsP), and MAPEH. It highlights innovative, evidence-based practices that promote skills development, values formation, cultural awareness, creativity, and holistic learner growth.

For more information, contact:

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DEPARTMENT OF EDUCATION
Division of Cagayan De Oro City

Name of Proponent(s)	Research Title	School/District
Hazel B. Engracia	LIVED EXPERIENCES OF GRADE 7 TLE STUDENTS IN NON-SUBMISSION OF PERFORMANCE TASK: A BASIS FOR DEVELOPING TEACHER INTERVENTION STRATEGIES	Balubal National High School East 2 District
Noribelle G. Baculio	PROJECT RACE (ROBOTICS-ASSISTED COMPETITION-BASED FOR EDUCATION): AN INTERVENTION TO IMPROVE THE PERFORMANCE OF THE GRADE 10 STE LEARNERS IN CREATIVE TECHNOLOGIES	Cagayan de Oro National High School - Junior High School South District
Deraya, Tarra Rose A. Salva ,Krezel Marie M. Non, Darhyl Jay Y.	Enhancing Learners Acheivement In Tle Through Project Sudio (Supplementary Video)	Tuburan National High School Southwest 1 District
Aprillen Mae S. Inocando	IMPROVING PUPILS' ACADEMIC PERFORMANCE IN EPP THROUGH THE INTEGRATION OF YOUTUBE CHANNEL	Camp Evangelista Elementary School West 2 District
Jesson Ryan C. Susmiran	DocuKultura: Using Supplementary Videos via I Love Cugman ES Page to Improve Learners' Summative Assessment Results in Araling Panlipunan	Cugman Elementary School East 1 District
Maricel E. Matanog Vilma A. Galinada	PROJECT GABAY (GUIDED APPROACH IN BUILDING ACADEMIC YIELD) AS AN INTERVENTION TO IMPROVE THE ACADEMIC PERFORMANCE OF GRADE 9 STUDENTS IN ARALING PANLIPUNAN	Agusan National High School East 2 District
Margelina T. Tabian	IMPROVING LEARNERS' LEARNING ENGAGEMENT THROUGH START UP REWARD SYSTEM	Kauswagan Central School North 2 District
Bernadette Fordenita S. Cadiz	PrinTEACH: The Effect of Notetaking through Teacher-Modified Modules on Learners' Academic Performance in Araling Panlipunan	Pedro "Oloy" N. Roa Sr. Elementary School West 2 District
Aimeah Hadjihabir Imelda Codilla Nancy Cairel	Speaklight Campaign: An Intervention to Mitigate Cursing Habit	Agusan National High School East 2 District
Eden C. Acaylar Phoebe L. Abarquez	Enhancing Visual Arts Skills Through MS-ABCs (Magical Synergy of Appropriate Brushstrokes Collaborations)	Bulua Central School West 2 District

LIVED EXPERIENCES OF GRADE 7 TLE STUDENTS IN NON-SUBMISSION OF PERFORMANCE TASK: A BASIS FOR DEVELOPING TEACHER INTERVENTION STRATEGIES

Hazel B. Engracia
Balubal National High School
East 2 District

ABSTRACT

This study investigated the underlying reasons for the non-submission of performance tasks among selected Grade 7 Technology and Livelihood Education (TLE) students of Balubal National High School during School Year 2024–2025. Using a descriptive–survey research design, the researchers gathered data from student respondents through a validated questionnaire and analyzed the results using simple percentage and thematic analysis. Findings revealed that the most common factors leading to non-submission include poor time management, lack of motivation, financial constraints that limit access to required materials, and limited internet connectivity for tasks requiring online resources. Students also cited difficulty balancing multiple subject requirements and feelings of academic stress. Based on these findings, the study recommends specific teacher intervention strategies such as flexible deadlines for valid cases, scaffolding of complex tasks, provision of learning resources, and regular monitoring of student progress. These strategies aim to enhance students' sense of responsibility, reduce stress, and improve the overall rate of task submission.

Keywords: *performance tasks, non-submission, Grade 7 TLE, teacher interventions, academic responsibility*

PROJECT RACE (ROBOTICS-ASSISTED COMPETITION-BASED FOR EDUCATION): AN INTERVENTION TO IMPROVE THE PERFORMANCE OF THE GRADE 10 STE LEARNERS IN CREATIVE TECHNOLOGIES

Noribelle G. Baculio
Cagayan de Oro National High School - Junior High School
South District

ABSTRACT

This action research explores the implementation and impact of PROJECT RACE (Robotics-Assisted Competition-Based Education): An Intervention to improve the performance of the Grade 10 STE Learners in Creative Technologies, a project-based learning initiative designed to enhance student engagement, participation, and performance among Grade 10 Science Technology and Engineering (STE) learners enrolled in the Creative Technologies subject at Cagayan de Oro National High School – Junior High School for the school year 2025–2026. The research employed an action research method, utilizing pre-test and post-test surveys, interviews, and focus group discussions to assess changes in student engagement before, during, and after the intervention. Quantitative data were analyzed using descriptive statistics, while qualitative data were examined through thematic analysis to identify recurring patterns and learner insights. Results indicated a significant improvement in student performance and overall learning experience following the implementation of PROJECT RACE. The findings underscore the importance of integrating competition-based learning strategies in the curriculum to foster meaningful, hands-on experiences that cultivate creativity, collaboration, and real-world problem-solving skills. This study highlights PROJECT RACE as an effective model for enhancing learner outcomes and promoting a more dynamic and student-centered approach to education.

Keywords: *Robotics, Creative Technologies, Science Technology and Engineering, Competition, Performance, Real World Application, STE Learners.*

ENHANCING LEARNERS ACHEIVEMENT IN TLE THROUGH PROJECT SUDIO (SUPPLEMENTARY VIDEO)

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Salva ,Krezel Marie M.
Non, Darhyl Jay Y.
Tuburan National High School
Southwest 1 District

ABSTRACT

This action research investigated the effectiveness of SuDeo (Supplementary Video) in improving the academic performance of Grade 7 learners in Technology and Livelihood Education (TLE) at Tuburan National High School. Video lessons focused on Occupational Safety and Health (OHS) Standards, specifically Hazards and Risks Management, 5S practices, and Safety Regulations. A pre-experimental one-group pre-test and post-test design was conducted with 37 randomly selected learners. Data were analyzed using descriptive statistics and paired t-tests. Results revealed marked improvement in learners' performance after exposure to video-enhanced instruction. In Hazards and Risks Management, students rated "Excellent" increased from 8% to 48%. For 5S practices, "Excellent" scorers rose from 14% to 54%, while in Safety Regulations, scores improved from 5% to 59%. These outcomes indicate that contextualized video lessons make abstract safety concepts engaging, understandable, and applicable to real-life contexts. Reflection emphasized that reinforcement and teacher guidance remain essential for sustaining learning gains. The study concludes that Project SuDeo is an effective innovation for TLE instruction. By supporting visual, experiential, and student-centered learning, supplementary videos enhance comprehension, skills application, and adherence to safety standards. Recommendations include continuous teacher training, regular reinforcement, and wider use of video-based instruction across TLE competencies.

Keywords: *Supplementary Video, TLE Instruction, Occupational Safety and Health, Hazards and Risks Management, 5S Practices, Safety Regulations*

IMPROVING PUPILS' ACADEMIC PERFORMANCE IN EPP THROUGH THE INTEGRATION OF YOUTUBE CHANNEL

Aprillen Mae S. Inocando
Camp Evangelista Elementary School
West 2 District

ABSTRACT

The study was conducted in pursuit of comparing the pupils' academic performance in EPP who are exposed to YouTube channel within the first and second cycle of the first quarter. The study used action research design using multicycles where forty-five (45) Grade-VI pupils were selected using a purposive sampling method. To analyze and interpret data, the study used descriptive statistics and t-Test Paired Two Sample for Means for quantitative data while for qualitative data, the study adopted Colaizzi's 1978 method of data analysis. The study revealed that the pupils' academic performance in the first cycle was proficient with a weighted mean of 88.55%. Meanwhile, themes emerged on how pupils perceived the use of videos as engaging and motivating. Additionally, the themes emerged on the challenges encountered in using YouTube channel, such as uniformity of instruction and internet fluctuation. Meanwhile for the second cycle, their academic performance reached 90.23 which falls to advanced level. Furthermore, the study discovered that the p value is 0.03, less than 0.5 level of significance which shows that there is a significant difference between the level of pupils' academic performance in EPP between the first and second cycles using YouTube channel. The study concludes that the use of YouTube channel in teaching EPP is effective. It is recommended that teachers may adopt the intervention not just in EPP but across subject areas and attend seminars and training on differentiated and ICT integration to address the gaps in learning.

Keywords: *Academic Performance, EPP, ICT Integration, YouTube Channel*

DOCUKULTURA: USING SUPPLEMENTARY VIDEOS VIA I LOVE CUGMAN ES PAGE TO IMPROVE LEARNERS' SUMMATIVE ASSESSMENT RESULTS IN ARALING PANLIPUNAN

Jesson Ryan C. Susmiran
Cugman Elementary School
East 1 District

ABSTRACT

Araling Panlipunan (Social Studies) is a vital component of the Philippine basic education curriculum, yet many learners perceive it as difficult and unengaging due to lecture-dominated instruction. This study investigated the effectiveness of DocuKultura, a video-based intervention delivered through the I Love Cugman Elementary School page, in improving learners' summative assessment results and engagement in Araling Panlipunan. Employing a mixed-methods design, the study involved 43 purposively selected Grade V-Einstein learners from Cugman Elementary School. A validated 20-item researcher-made summative test served as the main instrument for the quantitative data, while open-ended questionnaires captured learners' experiences. Pre-test and post-test scores were analyzed using mean, standard deviation, and paired t-test. Results revealed significant improvement in learners' academic performance, with post-test scores showing higher proficiency levels. Qualitative findings further indicated that learners found the lessons more enjoyable, comprehensible, and motivating when supplemented with videos. Overall, DocuKultura effectively enhanced both performance and attitudes toward Araling Panlipunan. The study recommends integrating supplementary videos in classroom instruction to make learning more meaningful, interactive, and learner-centered.

Keywords: *Araling Panlipunan, DocuKultura, video-based instruction, learner engagement, summative assessment*

PROJECT GABAY (GUIDED APPROACH IN BUILDING ACADEMIC YIELD) AS AN INTERVENTION TO IMPROVE THE ACADEMIC PERFORMANCE OF GRADE 9 STUDENTS IN ARALING PANLIPUNAN

Maricel E. Matanog
Vilma A. Galinada
Agusan National High School
East 2 District

ABSTRACT

Project GABAY is an instructional intervention developed to enhance the academic performance of Grade 9 students in Araling Panlipunan through guided learning strategies, contextualized activities, and scaffolded lessons addressing specific learning gaps. This study aimed to evaluate its effectiveness by comparing learners' pre-test and post-test results. A one-group pre-test–post-test design was employed. A diagnostic test established the baseline performance of the students prior to implementation. Project GABAY was then introduced as supplementary instructional material, providing simplified explanations, step-by-step activities, and real-life applications of key concepts. Following the intervention, a post-test of similar scope and difficulty was administered to determine academic gains. Results revealed a significant improvement in post-test scores compared to pre-test results, indicating enhanced comprehension and mastery of lessons. Statistical analysis confirmed that the difference in mean scores was significant at the accepted confidence level. The study concludes that Project GABAY is an effective intervention for strengthening student learning in Araling Panlipunan. It is recommended that the approach be sustained, refined, and adapted for use in other competencies and grade levels to maximize its broader application and impact on teaching and learning.

Keywords: *Project GABAY, Araling Panlipunan, guided learning, scaffolded instruction, academic performance, secondary education*

IMPROVING LEARNERS' LEARNING ENGAGEMENT THROUGH START UP REWARD SYSTEM

Margelina T. Tabian
Kauswagan Central School
North 2 District

ABSTRACT

This study evaluated the StartUp Reward System as a strategy to enhance learner engagement in ARPAN classes at Kauswagan Central School. Using a mixed-method design, it examined (1) engagement levels before and after the intervention, (2) the significance of observed differences, and (3) teacher and learner experiences with the program. Quantitative data from 115 Grade III pupils were collected using a validated engagement scale, while qualitative insights came from interviews. Pre-intervention scores showed generally positive engagement (M = 4.01, SD = 0.84), with high attentiveness but moderate motivation. Post-intervention results rose to Strongly Agree (M = 4.30, SD = 0.68), reflecting marked gains in motivation, participation, and initiative. A Wilcoxon Signed-Rank Test confirmed a significant difference (W = 52.5, p = 0.02852), validating the system's impact. Qualitative analysis highlighted three themes: Motivation and Recognition, showing heightened excitement and attentiveness; Collaboration and Support, indicating stronger peer and teacher–student connections; and Self-Reflection and Growth, revealing improved confidence and goal setting. These findings align with Skinner's operant conditioning theory on positive reinforcement and Deci and Ryan's Self-Determination Theory emphasizing recognition in sustaining intrinsic motivation. The study concludes that the StartUp Reward System significantly promotes engagement, accountability, and collaborative learning. It recommends integrating the system into regular classroom practice, offering teacher training, and expanding its use across subjects to sustain and amplify these benefits.

Keywords: *Startup Reward System, Learner Engagement, ARPAN, Positive Reinforcement, Intrinsic Motivation, Mixed-Method Research*

PRINTEACH: THE EFFECT OF NOTETAKING THROUGH TEACHER-MODIFIED MODULES ON LEARNERS' ACADEMIC PERFORMANCE IN ARALING PANLIPUNAN

Bernadette Fordenita S. Cadiz
Pedro "Oloy" N. Roa Sr. Elementary School
West 2 District

ABSTRACT

Effective notetaking is a critical academic skill, especially in Araling Panlipunan, where learners often struggle with comprehension and retention of key concepts. Difficulties in notetaking, compounded by teaching strategies that may not fully address learner needs, often lead to limited understanding and lower performance. This study evaluated the effectiveness of PrinTEACH teacher-modified modules in enhancing academic outcomes and study skills. Using a mixed-methods design, the study involved 37 purposively selected Grade VI-Topaz learners from Pedro "Oloy" N. Roa Sr. Elementary School. Data were collected through a teacher-made pretest and posttest, learner surveys, and analysis of notetaking samples within the modules. Quantitative data were analyzed using descriptive statistics and paired t-test, while qualitative insights were drawn from thematic analysis of learner experiences. Results showed significant improvement in test scores, indicating enhanced academic performance. Learners also reported greater comprehension, confidence, participation, and organization in their studies. The findings suggest that PrinTEACH modules effectively support both academic achievement and learner engagement. The study recommends integrating structured notetaking strategies into instructional materials to strengthen comprehension and promote lifelong study habits.

Keywords: *PrinTEACH modules, notetaking, Araling Panlipunan, academic performance, learner engagement*

SPEAKLIGHT CAMPAIGN: AN INTERVENTION TO MITIGATE CURSING HABIT

Aimeah Hadjihabir
Imelda Codilla
Nancy Cairel
Agusan National High School
East 2 District

ABSTRACT

Offensive language, particularly swearing, has become increasingly common among students, negatively impacting social relationships and the school environment. This trend challenges the goals of Edukasyong Pagpapakatao (Values Education), which emphasizes respectful and positive communication. Despite serving as emotional outlets, frequent use of curse words like "yawa" can promote disrespect, conflict, and emotional distress. There is a need for effective interventions to encourage students to adopt language that reflects their values and faith. This study implemented the SpeakLight Campaign, a faith-based intervention integrated into the values education curriculum at Agusan National High School. Using pre- and post-intervention surveys, workshops, and classroom observations, the program aimed to replace offensive language with positive, faith-inspired expressions. The findings revealed a notable decrease in the use of offensive language, improved emotional regulation, and enhanced peer relationships, demonstrating the campaign's effectiveness in fostering a respectful and positive school culture.

Keywords: *SpeakLight Campaign, Mitigation, Foul Words Habits*

ENHANCING VISUAL ARTS SKILLS THROUGH MS-ABCS (MAGICAL SYNERGY OF APPROPRIATE BRUSHSTROKES COLLABORATIONS)

Eden C. Acaylar
Phoebe L. Abarquez
Bulua Central School
West 2 District

ABSTRACT

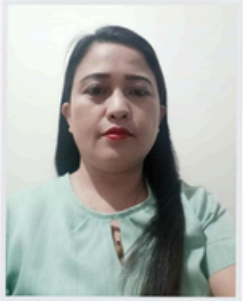
This study explores the interest and visual arts skills of elementary learners, focusing on the effectiveness of MS-ABCs (Magical Synergy of Appropriate Brushstrokes Collaboration) as an intervention to improve both domains. Initial pre-assessments revealed that the participants, sixteen (16) Grade VI pupils during School Year 2024-2025, showed limited capability in producing artworks and low interest in visual arts. To address these challenges, the study employed a mixed-method approach. A survey questionnaire adopted from Ankrah et al. (2023) was used to measure learners' interest in arts, while DepEd Order No. 31, s. 2012 served as the basis for assessing proficiency levels in visual arts. In addition, Focus Group Discussion (FGD) was conducted to gain deeper insights into how the intervention influenced learners' skills and interest. Data from Cycle 1 and Cycle 2 assessments were analyzed using descriptive statistics, while FGD responses were transcribed, themed, and interpreted. Finding revealed that the learners gradually developed stronger interest in visual arts, moving from sometimes to oftentimes engagement. Their skills also improved significantly, with most advancing from the proficient to the advanced level, demonstrating the substantial impact of the month-long intervention. Furthermore, FGD results emphasized that MS-ABCs fostered not only technical skills but also creativity, collaboration, and confidence among participants. In conclusion, the MS-ABCs program proved highly effective in enhancing both the skills and interest of elementary learners in visual arts. It is recommended that school continues and expands the implementation of MS-ABCs to other grade levels to maximize its benefits.

Keywords: *MS-ABCs, visual arts skills and interest, proficiency level*

TEACHING & LEARNING

TLE, AP, EsP, and MAPEH Category

2025 DIVISION RESEARCH CONFERENCE



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BASIC EDUCATION RESEARCH AGENDA

TEACHING & LEARNING

Reading Category

This category highlights teacher-led studies that develop learners' literacy and comprehension skills. It focuses on evidence-based interventions and innovative practices that cultivate reading fluency, understanding, and a lifelong love for reading.

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DEPARTMENT OF EDUCATION
Division of Cagayan De Oro City

Name of Proponent(s)	Research Title	School/District
Racaza, Joneta C.	Improving Reading Comprehension Level of Learners Using Basa Bihasa Reading Technique	Agusan Elementary School East 2 District
Jo Anne N. Salar	Parental Involvement in Teaching Reading in Kindergarten Using Marungko Approach	Consolacion Elementary School North 1 District
Marites O. Lagamon Genevieve F. Fuentes Rera Josie M. Pacala	PROJECT REAL: REMEDIATION ACTIVITIES ON LOW EMERGING READERS: It's Impact Through Learner and Remediation Program Implication	Bongbongon Elementary School North 2 District
Tambilawan, Brylle C. Somoza, Sanit R.	Enhancing Foundational Literacy Through The Kindergarten Approach: Supporting Struggling Learners At Batinay Elementary School	Batinay Elementary School Southwest 1 District
Marites M. Gavia Cristen Q. Bala	Project REACH: Reading Enhancement and Comprehension Hub for Grade 7 Learners	Mambuaya National High School Southwest 2 District
Mischelle S. Abejo	Read and Trace SightWordPic: A Reading Intervention Among Readers in Grade IV	Balulang Elementary School West 1 District
De La Cerna, Nhyrejen G. Sumicad, Leoncia R. Jaranilla, Michelle S.	Targeted Instruction for Measurable Excellence through Project MABELLIS (Multimodal Approaches for Building Essential Letter and Word-Level Intervention Strategies) for Struggling Readers	Pedro "Oloy" N Roa Senior High School West 2 District

IMPROVING READING COMPREHENSION LEVEL OF LEARNERS USING BASA BIHASA READING TECHNIQUE

Racaza, Joneta C.
Agusan Elementary School
East 2 District

ABSTRACT

This study evaluated the effectiveness of the Basa Bihasa Reading Technique in improving reading comprehension among Grade 4 learners. Employing a cyclical research design, the intervention was implemented in two cycles, emphasizing scaffolded reading strategies, vocabulary unlocking, and active text retelling to enhance engagement and comprehension. Pretests and posttests were administered in each cycle to classify learners into frustration, instructional, and independent reading levels. Results from Cycle 1 revealed a decrease in frustration level readers from 63% to 34%, alongside increases in instructional readers from 34% to 54% and independent readers from 3% to 12%. Statistical analysis confirmed significant comprehension gains ($t(35) = -5.105$, $p < 0.001$). Cycle 2 demonstrated further progress, reducing frustration readers from 20% to 3% and instructional readers from 46% to 24%, while independent readers rose substantially from 34% to 73% ($t(35) = -9.760$, $p < 0.001$). Overall analysis confirmed the strong cumulative effect of the Basa Bihasa approach ($t(35) = -12.140$, $p < 0.001$). Findings highlight Basa Bihasa as a culturally responsive and adaptive reading intervention that fosters autonomy, resilience, and deeper comprehension. The study underscores the value of iterative instruction and active learner participation, recommending its integration into Philippine elementary literacy programs.

Keywords: *reading comprehension, Basa Bihasa, scaffolded learning, vocabulary unlocking, learner autonomy, Philippine elementary education*

PARENTAL INVOLVEMENT IN TEACHING READING IN KINDERGARTEN USING MARUNGKO APPROACH

Jo Anne N. Salar
Consolacion Elementary School
North 1 District

ABSTRACT

This action research explores the effectiveness of parental involvement in teaching reading in Kindergarten using Marungko Approach as a structured intervention to improve early literacy outcomes. Conducted at Consolacion Elementary School in Cagayan de Oro City. Using total population sampling, the study involved 35 Kindergarten Red A pupils and their respective parents. The intervention integrated phonics-based instruction aligned with the Marungko sequence—focusing on the letters m, s, and a—with intentional parental engagement through workshops, mentoring sessions, and take-home literacy materials. Quantitative data were collected through weekly reading assessments and tracker checklists, while qualitative insights were gathered from parent reflections and interviews. It can be concluded that parental involvement in teaching reading in Kindergarten using Marungko Approach is an effective and culturally responsive intervention for enhancing reading readiness in early learners. Also, when parents are equipped and actively involved, literacy development becomes more consistent and impactful. This recommends sustained training, inclusive communication, and resource development to maintain and expand the gains achieved through this intervention.

Keywords: *Marungko Approach, parents' involvement, teaching reading in Kindergarten*

PROJECT REAL: REMEDIATION ACTIVITIES ON LOW EMERGING READERS: IT'S IMPACT THROUGH LEARNER AND REMEDIATION PROGRAM IMPLICATION

Marites O. Lagamon
Genevieve F. Fuentes
Rera Josie M. Pacala
Bongbongon Elementary School
North 2 District

ABSTRACT

Reading proficiency is a foundation for academic achievement, yet many Grade 3 pupils remain low emerging readers with difficulties in letter-sound recognition, phonemic awareness, word recognition, and fluency. This study evaluated Project REAL (Remediation Activities on Low Emerging Readers), an intervention utilizing the Learner Remediation Program–Reading Activity Sets (LRP RAS) to accelerate literacy development and prepare pupils to become grade-ready readers. A one-group pretest–posttest design was employed with 28 low emerging readers identified through the Comprehensive Rapid Literacy Assessment (CRLA) at Kauswagan Central School. Over four weeks, pupils engaged in sessions targeting phoneme awareness, word recognition, fluency, writing practice, and re-teaching, supported by LRP RAS materials such as story charts, word charts, letter tiles, and fluency drills. Results indicated substantial progress. Pretest scores averaged 18.25 (SD = 3.12), classifying all pupils as low emerging readers. Posttest scores rose significantly to a mean of 42.80 (SD = 2.45), meeting the grade-ready benchmark. A paired t-test confirmed this improvement as statistically significant, $t(27) = 27.56$, $p < 0.05$, with all learners advancing to grade-ready reading within four weeks.
Findings highlight that structured, activity-based remediation using LRP RAS effectively addresses early literacy gaps. Project REAL provides a replicable, evidence-based model for strengthening foundational reading skills and ensuring academic readiness.

Keywords: *Project REAL, LRP RAS, Early Literacy, Reading Remediation, Grade 3 Learners*

ENHANCING FOUNDATIONAL LITERACY THROUGH THE KINDERGARTEN APPROACH: SUPPORTING STRUGGLING LEARNERS AT BATINAY ELEMENTARY SCHOOL

Tambilawan, Brylle C.
Somoza, Sanit R.
Batinay Elementary School
Southwest 1 District

ABSTRACT

This action research explored the effectiveness of the Kindergarten Approach Literacy Program in addressing foundational literacy gaps among struggling readers at Batinay Elementary School during School Year 2025–2026. Persistent issues with non-readers and slow readers, as reflected in Classroom Reading Level Assessment (CRLA) and Philippine Informal Reading Inventory (Phil-IRI) results, prompted the implementation of this innovative program. Adapting play-based, multisensory, and child-centered strategies from the Kindergarten curriculum, the intervention targeted 49 purposively selected learners from Grades 1 to 6. Group A (18 non-readers and beginning readers) focused on phonemic awareness and decoding, while Group B (31 emerging readers) engaged in fluency and comprehension activities. CRLA results showed significant improvement: Group A progressed from a mean score of 1.8 to 4.1, while Group B improved from 3.0 to 3.9, indicating gains in fluency but continued challenges in comprehension. Qualitative data from learner testimonies, parent feedback, and teacher reflections revealed increased motivation, confidence, and classroom participation. The study concludes that the Kindergarten Approach Literacy Program effectively enhances decoding skills and learner engagement in resource-limited settings. It recommends integrating the program into DepEd's ARAL initiative and strengthening comprehension-focused strategies to support literacy remediation and acceleration.

Keywords: *Foundational literacy, Kindergarten Approach, decoding skills, fluency, comprehension, non-readers, literacy intervention, ARAL Program, multisensory learning*

PROJECT REACH: READING ENHANCEMENT AND COMPREHENSION HUB FOR GRADE 7 LEARNERS

Marites M. Gavia
Cristen Q. Bala
Mambuaya National High School
Southwest 2 District

ABSTRACT

This study examined the effectiveness of Project REACH: Reading Enhancement and Comprehension Hub in improving the reading skills of Grade 7 learners at Mambuaya National High School. Using the Philippine Informal Reading Inventory (Phil-IRI) as the primary assessment tool and employing a one-group pretest–posttest design with ten participants (7 male, 3 female), the intervention targeted three domains: vocabulary building, main idea identification, and comprehension strategies. Data were analyzed through descriptive statistics (mean, median, standard deviation) and the Wilcoxon signed-rank test to determine shifts in learners' performance. Results revealed significant gains in vocabulary building (pretest M = 4.90, SD = 1.79; posttest M = 8.30, SD = 1.34; W = 0.00, p = .006) and main idea identification (pretest M = 5.10, SD = 1.60; posttest M = 7.10, SD = 1.52; W = 0.00, p = .008), showing that learners progressed from developing to proficient levels with more consistent outcomes across the group. In contrast, comprehension strategies (pretest M = 3.90, SD = 2.69; posttest M = 4.10, SD = 2.13; W = 11.5, p = .733) did not yield a significant improvement, suggesting that higher-order thinking skills such as inferencing and evaluation require longer and more scaffolded instruction. Overall, learners' total reading scores rose from a mean of 13.40 to 19.70, reflecting a redistribution from lower to higher proficiency levels. These findings support literature emphasizing that structured interventions strengthen foundational reading skills more readily than critical comprehension (Wright et al., 2022; Meylinda & Erviana, 2025; Caabay et al., 2024), while also affirming that sustained modeling is necessary to deepen comprehension (Gavia & Bala, 2024). Project REACH thus demonstrates effectiveness in building essential literacy foundations while signaling the need for extended interventions to enhance critical reading abilities.

Keywords: *Project REACH, vocabulary building, main idea identification, comprehension strategies, reading intervention*

READ AND TRACE SIGHTWORDPIC: A READING INTERVENTION AMONG READERS IN GRADE IV

Mischelle S. Abejo
Balulang Elementary School
West 1 District

ABSTRACT

This study investigated the effectiveness of Read and Trace SightWordPic, a reading intervention that integrates sight words with embedded pictures, compared to traditional word-only approaches. The intervention was designed to support struggling readers by enhancing word recognition, decoding, and comprehension skills through visual and contextual reinforcement. The participants were 18 Grade 4 struggling readers identified through the Phil-IRI pre-test, which confirmed their need for targeted reading support. The intervention engaged learners in repeated reading and tracing activities using sight words embedded with meaningful images. Parents of the learners were also interviewed to provide qualitative insights into their children's progress and motivation. Findings revealed that Read and Trace SightWordPic significantly improved the reading skills of struggling readers. Learners demonstrated better recognition and recall of sight words, increased fluency, and greater confidence in reading. Parents also reported observable progress and more positive attitudes toward reading. The results suggest that this intervention is not only effective for struggling Grade 4 readers but also has strong potential for application in lower grade levels, particularly among beginner readers.

Keywords: *Read and Trace SightWordPic, struggling readers, sight words, reading intervention, Grade 4, beginner readers*

TARGETED INSTRUCTION FOR MEASURABLE EXCELLENCE THROUGH PROJECT MABELLIS (MULTIMODAL APPROACHES FOR BUILDING ESSENTIAL LETTER AND WORD-LEVEL INTERVENTION STRATEGIES) FOR STRUGGLING READERS

De La Cerna, Nhyrejen G.
Sumicad, Leoncia R.
Jaranilla, Michelle S.
Pedro "Oloy" N Roa Senior High School
West 2 District

ABSTRACT

This action research examined the effectiveness of Project MABELLIS (Multimodal Approaches for Building Essential Letter and Word-Level Intervention Strategies) in improving reading proficiency among 52 Grade 7 struggling readers at Pedro "Oloy" N. Roa Sr. High School, Cagayan de Oro City, during SY 2025–2026. Participants, identified as frustrated readers through the Phil-IRI assessment, were purposively selected for a two-cycle intervention anchored on Vygotsky's Zone of Proximal Development and Scaffolding Theory. A mixed-method design was employed, utilizing pre- and post-assessments (Phil-IRI), teacher observation protocols, student interviews, focus group discussions, and collaborative expertise sessions. Quantitative data were analyzed using descriptive statistics and Mann-Whitney U test, while qualitative data underwent thematic analysis. Results showed significant gains, with 75% of learners progressing from frustration to instructional or independent reading levels (pretest mean = 0.81, SD = 1.34; posttest mean = 5.81, SD = 2.78; $Z = -6.96$, $p < 0.001$). Thematic analysis revealed enhanced engagement, improved confidence and skills, persistent academic challenges, and the role of effective classroom management. Overall, Project MABELLIS successfully addressed foundational literacy gaps, demonstrating that scaffolded, multimodal interventions embedded in subject instruction can effectively support struggling secondary readers through collaborative teacher partnerships and systematic monitoring.

Keywords: *Project MABELLIS, reading intervention, multimodal strategies, struggling readers, secondary literacy*

TEACHING & LEARNING

2025 BRIGHT | BUILDING RESEARCH INNOVATION AND GROWTH FOR HIGHER THINKING

Reading Category



Racaza, Joneta C.
Agusan ES



Jo Anne N. Salar
Consolacion ES

Marites O. Lagamon
Genevieve F. Fuentes
Rera Josie M. Pacala
Bongbongon ES



Tambilawan, Brylle C.
Somoza, Sanit R.
Batinay ES

Marites M. Gavia
Cristen Q. Bala
Mambuaya NHS



Mischelle S. Abejo
Balulang ES

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

DepED DEPARTMENT OF EDUCATION | BAGONG PILIPINAS



BASIC EDUCATION RESEARCH AGENDA

TEACHING & LEARNING

SHS (Applied, Core, & Specialized) Category

description

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DEPARTMENT OF EDUCATION
Division of Cagayan De Oro City

Name of Proponent(s)	Research Title	School/District
Irene Clerigo	Fostering Parental Involvement in Achieving Desirable NC II Assessment Status among JDVP - TVL Beneficiaries through Project Collab	Kauswagan National High School North 2 District
Maestrado, Michael A. Barraquias, Olga Gala T.	Enhancing ICT Skills through Project InLab AKO (Innovative Laboratory Assessment on Knowledge and Outputs)	Pedro "Oloy" N. Roa Sr. High School West 2 District
Marjorie A. Lagang	Project BTC: Building Thinking Classroom an Intervention to Improve Students' Mathematical Comprehension	Angeles Sisters National High School North 1 District
Rochelle B. Lago Carmelita D. Vicariato	The Influence of Reward System through Colored Cards in Enhancing Students' Motivation and Classroom Participation	Bayabas National High School North 2 District
Erwin B. Langam	AI-Enhanced Reading Tool for Improving English Comprehension: A SAMR-Based Approach	Cgayan de Oro National High - SHS South District
Levi A. del Puerto	Play for Balance: The Impact of Play Time on Student Stress and Academic Performance	Canitoan National High School West 2 District
Melencion, Marionne P. Daleon, Roy C.	Alignment of TESDA Electrical Installation and Maintenance Competencies and Acceptability of the Module House Instructional Trainer: A Correlational Study	East Gusa National High School East 1 District
Gultiano, Rodel M. Martinez, Maria Leveni P.	PA-BAKE: Parent Affiliation in Boosting Achievement through Knowledge and Engagement	Pedro "Oloy" N. Roa Sr. High School West 2 District

FOSTERING PARENTAL INVOLVEMENT IN ACHIEVING DESIRABLE NC II ASSESSMENT STATUS AMONG JDVP - TVL BENEFICIARIES THROUGH PROJECT COLLAB

Irene Clerigo
Kauswagan National High School
North 2 District

ABSTRACT

This study investigated the effectiveness of Project Collab , a collaborative intervention aimed at strengthening parental involvement and teacher coordination, in improving the National Certificate II (NCII) assessment performance of Grade 12 Technical-Vocational-Livelihood (TVL) learners under the Joint Delivery Voucher Program (JDVP). Employing a comparative quantitative design, NCII assessment data from School Year (SY) 2023–2024 (pre-intervention) and SY 2024–2025 (with intervention) were analyzed using key indicators: number of examinees, pass rates, and participation levels. After Project Collab's implementation, the NCII pass rate rose markedly from 73.33% to 90%, while non-passers and non-takers declined by 62.5% and 63.6%, respectively. These outcomes demonstrate that strategic parent–teacher collaboration significantly boosts learner preparedness, engagement, and certification success. The study underscores the value of community-based support systems in elevating vocational outcomes and recommends institutionalizing collaborative programs like Project Collab to sustain and scale these achievements.

Keywords: *Project Collab, Parental Involvement, Teacher Coordination, NCII Assessment, TVL Strand, JDVP, Vocational Certification, Collaborative Intervention*

Enhancing ICT Skills through Project InLab AKO (Innovative Laboratory Assessment on Knowledge and Outputs)

Maestrado, Michael A.
Barraquias, Olga Gala T.
Pedro "Oloy" N. Roa Sr. High School
West 2 District

ABSTRACT

This action research employed a criterion-based purposive sampling method, selecting non-ICT track learners who intends to take undergraduate programs like Information Technology, Engineering, and Architecture. Participants were provided with response forms to indicate their intended undergraduate programs following completion of their senior high school education. Data collection involved a combination of pre- and post-intervention questionnaires and interviews to measure changes in the learners' ICT skills and their learning experiences. Quantitative data were analyzed using descriptive statistics, while qualitative data underwent thematic analysis to identify emerging themes related to personal learning experiences. The implemented activities included answering pre-intervention questionnaires, module facilitation, computer hands-on practical exercises, and answering post-intervention questionnaires. The results demonstrated notable improvements in learners ICT Skills specifically in Computer-Aided Design (CAD), Technical Drawing/Drafting, and C++ Programming. This systematic approach not only develops technical proficiency but also enhances learner confidence, adaptability, and readiness for advanced ICT and Engineering studies. By integrating simulated environments with targeted assessments, InLab AKO fosters an applied learning culture that addresses both skill development and knowledge retention. This study confirms that targeted, skill-oriented interventions, which combine structured module facilitation with hands-on practice, can significantly enhance the ICT competencies of non-ICT track learners, better preparing them for technology-driven undergraduate programs and future professional demands.

Keywords: ICT skills, Non-ICT track learners, Module facilitation, AutoCAD, C++ Programming

PROJECT BTC: BUILDING THINKING CLASSROOM AN INTERVENTION TO IMPROVE STUDENTS' MATHEMATICAL COMPREHENSION

Marjorie A. Lagang
Angeles Sisters National High School
North 1 District

ABSTRACT

This study examined the effectiveness of Project Building Thinking Classroom (BTC) in enhancing mathematical comprehension among students. Anchored on Piaget's constructivist framework and Liljedahl's 14 principles of BTC, the study sought to develop learners' problem-solving, collaboration, and critical thinking skills through a student-centered learning environment. Employing a quasi-experimental design, 34 Grade 12 students at Angeles Sisters National High School participated during the first semester of SY 2025–2026. Data were gathered through pretests and posttests, Likert-scale attitude surveys, and open-ended questionnaires analyzed via thematic coding. Results showed significant improvement in mathematical comprehension, with posttest scores notably higher than pretest results. Thematic analysis revealed gains in confidence, independence, collaboration, and active engagement, alongside challenges such as uncertainty and resource limitations. The study concludes that BTC is an effective pedagogical approach that strengthens mathematical comprehension and cultivates an engaged, collaborative classroom culture. It recommends integrating technological tools for sustainability and pursuing further research on its long-term impact across diverse educational contexts.

Keywords: *Building Thinking Classroom, collaboration, critical thinking, mathematical comprehension, student engagement*

THE INFLUENCE OF REWARD SYSTEM THROUGH COLORED CARDS IN ENHANCING STUDENTS' MOTIVATION AND CLASSROOM PARTICIPATION

Rochelle B. Lago
Carmelita D. Vicariato
Bayabas National High School
North 2 District

ABSTRACT

This study explored the effectiveness of a Colored Card System in addressing low classroom participation and enhancing student motivation among Grade 12 learners at Bayabas National High School. Grounded in Skinner's Operant Conditioning Theory and Self-Determination Theory (SDT), the intervention integrated colored cards with rubric-based evaluation and a quarter-end classroom auction. Over eight weeks, students earned cards—Red for discipline and group participation, Green for oral recitation, teamwork, and leadership, and Pink for academic excellence—based on clearly defined criteria. A mixed-method approach was used, with data collected through a 5-point Likert scale survey and weekly focus group discussions. Results indicated notable improvements: Table 1 reported an overall mean of 4.36 (Moderately Participative), with the highest mean (4.38) showing clear understanding of the card system. Table 2 yielded an overall mean of 4.33 (Moderately Motivated), with the highest score (4.50) reflecting emotional pride and recognition. Table 3 showed an overall mean of 4.36 (Moderately Effective), with the highest mean (4.56) highlighting satisfaction and preference for continuity. Descriptive statistics confirmed the intervention's positive effects. Findings suggest that structured, tangible reward systems can significantly foster student engagement, intrinsic motivation, and responsible behavior, while promoting a positive and participatory classroom culture.

Keywords: *classroom participation, student motivation, colored card system, operant conditioning, self-determination theory, secondary education*

AI-ENHANCED READING TOOL FOR IMPROVING ENGLISH COMPREHENSION: A SAMR-BASED APPROACH

Erwin B. Langam
Cgayan de Oro National High - SHS
South District

ABSTRACT

This research examines the effect of AI-augmented educational aids on the reading comprehension of eleventh-grade students at Cagayan de Oro National High School Senior High School. The intervention employed AI Chatbot and MagicSchool AI, grounded on the four phases of the SAMR Model—Substitution, Augmentation, Modification, and Redefinition—to systematically enhance learners' engagement, vocabulary learning, and comprehension abilities. The participants, classified as Word- level readers via the ASER assessment, undertook pre-tests and post-tests to assess advancements in narrative comprehension and the utilization of contextual clues. Results indicated substantial improvements in comprehension, vocabulary application, and sentence-level knowledge following the AI-assisted intervention, notwithstanding the absence of the Redefinition phase due to time limitations. The research emphasizes that although AI tools significantly improve learning engagement and offer personalized feedback, the guidance of teachers is essential for meeting individual needs and promoting deeper comprehension. The findings endorse the utilization of AI as an adjunctive resource in English language education and provide guidance for the incorporation of technology into senior high school subjects.

Keywords: *AI Education, SAMR Model, Reading Comprehension, Intervention*

Play for Balance: The Impact of Play Time on Student Stress and Academic Performance

Levi A. del Puerto
Canitoan National High School
West 2 District

ABSTRACT

In today's academically demanding environment, Junior and Senior High School students face significant stress from deadlines, examinations, and multiple requirements. This study, Play for Balance: The Impact of Play Time on Student Stress and Academic Performance, explored the role of play as a coping mechanism that supports student well-being and academic outcomes.
The study involved 100 Grades 9–12 students from Canitoan National High School. A researcher-made questionnaire gathered data on demographics, play habits, stress levels, academic performance, and perceptions of play. Quantitative data were analyzed using frequency, percentage, and mean, while qualitative insights were drawn from open-ended responses.
Findings revealed that most students frequently engaged in structured and unstructured play, with sports and mobile games as top preferences, followed by music, arts, and recreational activities. While stress was commonly reported, students indicated that play reduced pressure, improved focus, and enhanced concentration. General Weighted Averages showed that most learners performed at Very Satisfactory to Outstanding levels despite high stress. Open-ended responses highlighted that play provides relaxation, energy, and happiness, while suggesting the inclusion of wellness breaks and varied recreational opportunities.
The study concludes that play is not merely leisure but a vital tool for managing stress and sustaining academic performance.

Keywords: *playtime, student stress, academic performance, coping mechanism, well-being, Junior High School, Senior High School*

Alignment of TESDA Electrical Installation and Maintenance Competencies and Acceptability of the Module House Instructional Trainer: A Correlational Study

Melencion, Marionne P.
Daleon, Roy C.
East Gusa National High School
East 1 District

ABSTRACT

This study evaluated the alignment of the Electrical Installation and Maintenance (EIM) Module House Instructional Trainer with the TESDA NC II competency standards and its acceptability among Senior High School students and expert evaluators. A descriptive-correlational design was employed, involving 46 EIM students and 5 expert evaluators from East Gusa National High School during School Year 2025–2026. Data were collected through surveys, a TESDA competency alignment checklist, and structured interviews. Descriptive statistics measured the trainer's effectiveness, workmanship, functionality, safety, and user-friendliness, while Spearman's rho tested the correlation between competency alignment and overall acceptability. Results showed that both students and experts rated the Module House as Very Good across effectiveness, functionality, safety, and user-friendliness, with experts noting its strong potential for institutional use. Alignment analysis indicated that the trainer was Fully Aligned with TESDA NC II competencies, particularly in wiring installation, troubleshooting, and interpreting electrical plans. However, Spearman's rho ($\rho = 0.086$, $p = 0.872$) revealed no significant correlation between alignment and acceptability, suggesting that experts considered these as independent measures. The findings affirm the trainer's instructional value and relevance while highlighting the need for continuous improvements in material durability, adaptability, and integration of auxiliary components. This study recommends institutional adoption of the Module House, enhancement of its troubleshooting features, and sustained alignment with TESDA regulations to strengthen competency-based technical-vocational training.

Keywords: *Electrical Installation and Maintenance, Instructional Trainer, TESDA Competency Alignment, Acceptability, Technical-Vocational Education*

PA-BAKE: Parent Affiliation in Boosting Achievement through Knowledge and Engagement

Gultiano, Rodel M.
Martinez, Maria Leveni P.
Pedro "Oloy" N. Roa Sr. High School
West 2 District

ABSTRACT

This action research investigated the effectiveness of Project PA-BAKE (Parent Affiliation in Boasting Achievement through Knowledge and Engagement) in enhancing baking performance, fostering independence, and strengthening parental support among Grade 11 TVL Home Economics students. Using purposive sampling, three low-performing Bread and Pastry Production students during the first semester of SY 2024–2025 were selected. The intervention followed a three-phase implementation: (1) pre-implementation through participant identification, parent orientation, and resource preparation; (2) implementation with collaborative parent-child baking sessions involving Cheesy Roll Bread, Swiss Roll Cake, and Butter Cream Frosting; and (3) post-implementation with performance reassessment and reflection activities. Data were gathered using baking rubrics, observations, and interviews, and analyzed through descriptive statistics (mean and standard deviation) and thematic analysis. Results revealed outstanding improvements, with all participants achieving Advanced performance levels in baking skills ($M=95.67$, $SD=0.58$), independence ($M=18.33$, $SD=0.58$), and parental support ($M=18.67$, $SD=0.58$). Post-intervention reassessment confirmed sustained high performance ($M=91.57$, $SD=0.47$). Thematic analysis highlighted three outcomes: enhanced self-confidence, increased motivation, and assurance of academic success. Overall, Project PA-BAKE proved highly effective, showing that structured parental involvement can significantly improve student achievement, promote independence, and strengthen family-school partnerships in vocational education.

Keywords: *Project PA-BAKE, parental involvement, baking performance, independence, vocational education*

TEACHING & LEARNING

2025 BRIGHT | BUILDING RESEARCH INNOVATION AND GROWTH FOR HIGHER THINKING

SHS (Applied, Core, & Specialized) Category



Irene Clerigo
Kauswagan NHS



Barraquias, O, Maestrado, M
Pedro "Oloy" N. Roa Sr. High School



Marjorie A. Lagang
Angeles Sisters NHS

R. Lago, C. Vicariato
Bayabas NHS



Erwin B. Langam
Cgayan de Oro NHS - SHS



Levi A. del Puerto
Canitoan NHS



Daleon, R. & Melencion, M.
East Gusa NHS



Martinez, M. & Gultiano, R.
Pedro "Oloy" N. Roa Sr. High School

THEME 2:
CHILD PROTECTION



BASIC EDUCATION RESEARCH AGENDA

Child Protecion

This category underscores initiatives, policies, and practices that safeguard learners' rights and well-being. It promotes safe, inclusive, and supportive learning environments free from abuse, discrimination, neglect, and exploitation.

For more information, contact:

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DEPARTMENT OF EDUCATION
Division of Cagayan De Oro City

Name of Proponent(s)	Research Title	School/District
Genalyn K. Valmoria Flora Mae B. Reyes	Exploring Suicidal Ideation and Its Contributing Factors among Elementary Learners in a Special Program	City Central School Central District
Abaigar,Laura A. Merly S. Valdez Jiffrey A. Ganas	EPEKTO NG GAWAING PANG-AKADEMIKO SA KALUSUGAN NG MGA MAG-AARAL SA SENIOR HIGH SCHOOL NG AGUSAN NATIONAL HIGH SCHOOL	Agusan National High School East 2 District
Jennifer T. Cabatingan	My Home, My School: An Intervention to Learners' Psychosocial and Well-being and Academic Performance	Angeles Sisters National High School North 1 District
Importante, Juvy T.	Stress Management Among Senior High School Learners:Basis For Proposed Intervention Program	Taglimao National High School Southwest 1 District
Leonor C. Reyes Michael B. Saluna	Project SEGURIDAD: A Comprehensive Assessment of School Security Protocols and Student Welfare Outcomes	Bayanga National High School Southwest 2 District
Lorna D. Ogao-ogao	WHA (Wrinkled Heart Activity): An Intervention Technique Against Anti-Bullying	Sacred Heart Village Elementary School West 1 District
Agot, Mar V. Perino, Virginito A. Maghuyop, Aileen E.	Addressing Struggling Learners Through Project Thrive (Transformation, Holistic, Resilience, Identity, Values and Empowerment)	Pedro "Oloy" N. Roa Sr. High School West 2 District

EXPLORING SUICIDAL IDEATION AND ITS CONTRIBUTING FACTORS AMONG ELEMENTARY LEARNERS IN A SPECIAL PROGRAM

Genalyn K. Valmoria
Flora Mae B. Reyes
City Central School
Central District

ABSTRACT

This study examined the prevalence and underlying factors of suicidal ideation among learners aged 10 to 12 enrolled in Grades 4 to 6 of the Special Science Elementary School (SSES) program at City Central School, Division of Cagayan de Oro City. Employing a mixed-methods approach, 75 learners with parental consent and assent participated. The Rapid HEEADSSS Psychosocial Assessment Tool was used, focusing on the suicide/depression domain, alongside in-depth interviews with those reporting suicidal thoughts. Results showed that 51% of participants experienced suicidal ideation, with the highest rates among females (59%), 12-year-olds (100%), and Grade 6 learners (58%), indicating increased vulnerability among older students nearing academic transition. Thematic analysis revealed four key contributing factors: academic stress, family conflict, bullying, and emotional distress. Learners expressed feelings of hopelessness, loneliness, emotional numbness, and social withdrawal, often accompanied by a perceived lack of support from parents and peers. These findings highlight the silent struggles faced by young learners. In response, the study proposed school-based interventions including wellness sessions, balanced academic workload initiatives, parent-teacher partnerships, peer-support programs, and safe spaces for counseling—aligned with DepEd's Child Protection Policy and Republic Act No. 12080. The study emphasizes the need for integrated mental health support to promote resilience and holistic well-being.

Keywords: *Suicidal ideation, elementary learners, psychosocial assessment, academic stress, bullying, emotional distress, school-based intervention, resilience*

EPEKTO NG GAWAING PANG-AKADEMIKO SA KALUSUGAN NG MGA MAG-AARAL SA SENIOR HIGH SCHOOL NG AGUSAN NATIONAL HIGH SCHOOL

Abaigar,Laura A.
Merly S. Valdez
Jiffrey A. Ganas
Agusan National High School
East 2 District

ABSTRACT

Ang pananaliksik na ito ay may layuning alamin ang epekto ng gawaing pang-akademiko sa kalusugan ng mga mag-aaral sa Senior High School ng Agusan National High School. Ginamit sa pag-aaral ang deskriptibong metodolohiya, kung saan 30 respondente ang lumahok sa isinagawang sarbey at panayam. Ang mga datos ay sinuri upang matukoy ang epekto ng akademikong gawain sa pisikal, mental, at emosyonal na kalusugan ng mga mag-aaral. Batay sa mga natuklasan, 80% ng mga mag-aaral ang nakararanas ng kakulangan sa tulog at pisikal na pagkapagod, 75% ang nakararanas ng stress na humahantong sa anxiety, at 65% ang may sintomas ng depresyon. Bukod dito, 60% ng mga mag-aaral ang nagsabing naapektuhan ang kanilang pakikisalamuha sa pamilya at mga kaibigan dahil sa dami ng gawain sa paaralan. Upang matugunan ang mga suliraning ito, isinasagawa ng mga mag-aaral ang tamang pamamahala ng oras, pakikipag-usap sa mga guro at magulang, at pagsali sa iba't ibang aktibidad upang mabawasan ang stress. Batay sa mga natuklasan, inirerekomenda na magkaroon ng mas balanseng distribusyon ng gawaing pang-akademiko, pagsasagawa ng mga programang pangkalusugan, at pagbibigay ng sapat na suporta mula sa pamilya at paaralan upang mapanatili ang maayos na kalusugan ng mga mag-aaral.

Keywords: *gawaing pang-akademiko, kalusugan, stress, anxiety, depresyon, Senior High School*

MY HOME, MY SCHOOL: AN INTERVENTION TO LEARNERS' PSYCHOSOCIAL AND WELL-BEING AND ACADEMIC PERFORMANCE

Jennifer T. Cabatingan
Angeles Sisters National High School
North 1 District

ABSTRACT

My School, My Home is a program intervention designed to address psychosocial issues identified through the RAPID HEEADSSS assessment among adolescents. Implemented through structured group sessions, the program fosters emotional growth, resilience, and community support for students experiencing challenges such as unsafe home environments, bullying, and suicidal ideation. It aims to promote healing, critical thinking, and early intervention within a safe, collaborative school setting. This study employed a mixed-methods design involving 27 Grade 7 students identified via the RAPID HEEADSSS assessment, with parental consent secured prior to participation. Data were collected through surveys, interviews, and observations during the intervention. Pre- and post-assessments measured psychosocial well-being, while descriptive statistics and the Wilcoxon Signed Rank test analyzed academic and emotional outcomes. Findings showed a remarkable reduction in psychosocial concerns, with average issues per student decreasing from 10.17 to 1.58. Notable declines were observed in cases of feeling unsafe at home, bullying, suicidal ideation, and stow-away behavior. Moreover, improvements in emotional resilience and social skills contributed to better academic performance, particularly among female students. The results demonstrate that My School, My Home effectively supports psychosocial well-being while fostering resilience and academic success.

Keywords: *My School, My Home program, psychosocial issues, academic performance*

STRESS MANAGEMENT AMONG SENIOR HIGH SCHOOL LEARNERS:BASIS FOR PROPOSED INTERVENTION PROGRAM

Importante, Juvy T.
Taglimao National High School
Southwest 1 District

ABSTRACT

This study, conducted at Taglimao National High School in Cagayan de Oro City, investigates coping strategies to support senior high school learners' well-being for the 2025–2026 school year. It highlights the stress students face from academics, social changes, and future planning, which can impact their health. Among the 31 participants, most are aged 17–18, with 54.84% female and 45.16% male, and no LGBTQ learners reported. A significant majority (90.23%) come from households earning ₱5,000.00 or less per month, reflecting the socioeconomic challenges faced by the student population. Academic stress among senior high school learners is mainly driven by pressure to maintain grades (41.64%), difficult subjects (32.26%), and performance tasks (16.13%), with exams (6.45%) and lack of sleep (3.23%) as minor contributors. Personal stress among learners is mainly caused by low self-esteem (87.10%) and family problems (12.90%). School-related stressors include lack of learning materials (48.39%), financial difficulties (22.58%), long school hours (19.35%), and bullying (9.68%). Senior high school learners on Perceive Stress Scale reported occasional stress (mean = 2.58), with overall perceived stress rated as rarely (mean = 2.16). Listening to music is the most preferred stress management strategy among senior high school learners, while nightlife entertainment is least favored. Music and prayer are effective coping strategies among senior high school learners in the study. An intervention program is essential to support remote learners facing stress and limited access to counseling.

Keywords: *Stress, stress management, academic stress*

PROJECT SEGURIDAD: A COMPREHENSIVE ASSESSMENT OF SCHOOL SECURITY PROTOCOLS AND STUDENT WELFARE OUTCOMES

Leonor C. Reyes
Michael B. Saluna
Bayanga National High School
Southwest 2 District

ABSTRACT

This study examined security-related incidents and the effectiveness of safety measures, showing that a secure school environment not only protects students from potential harm at Bayanga National High School but also through comparative analysis of student and parent perceptions, along with the implementation outcomes of Project SEGURIDAD. Results from the first cycle revealed that both groups recognized the presence of bullying, theft, and physical fights, although parents consistently rated the safety of the environment higher than students did. Significant differences ($p < 0.05$) were found in perceptions of incidents near school premises, bullying, theft, and fights, indicating that students, as direct witnesses, perceive greater risks than parents. Regarding security effectiveness, access control measures were viewed as significantly stronger by parents than students, although both groups had neutral perceptions of unauthorized exits and reporting behaviors. The second cycle highlighted the positive impact of Project SEGURIDAD on students' sense of safety and engagement, with overall ratings described as "Safe" and "Engaged." Students especially appreciated safety drills, mentorship programs, and staff support, but concerns remained about external threats, neutral reporting, and dropout risks among some learners. Thematic analysis of student testimonies showed satisfaction with safety measures but also called for improved monitoring systems, stricter discipline, and better infrastructure. The findings support existing research emphasizing that effective school security depends on both structural support and behavioral engagement. Overall, Project SEGURIDAD was found to boost safety and engagement, but ongoing efforts like surveillance, awareness campaigns, and parent-school collaboration are recommended to maintain and strengthen its effects.

Keywords: *School safety, Project SEGURIDAD, student engagement, security incidents, parent-student perceptions*

WHA (WRINKLED HEART ACTIVITY): AN INTERVENTION TECHNIQUE AGAINST ANTI-BULLYING

Lorna D. Ogao-ogao
Sacred Heart Village Elementary School
West 1 District

ABSTRACT

This paper aimed to prevent class bullying in Grade V-Earth with 48 learners. Classroom bullying has serious short-term and long-term effects on learners physical and mental health. The utilization of bullying innovative scheme as intervention were made with the activities such as wrinkled heart activity, utilization of anti-bullying corner and making of anti-bullying posters to address the recent problem of misbehavior in the classroom . Based, on the data, the result shows that verbal bullying was the most dominant type of bullying with 10 or 21% out of 48 learners. Then, after the intervention, there is significant decrease with the following such as in physical bullying there is a decrease in the number of pupils bullied from 5 to 1 with 80% of decrease. Meanwhile in verbal abuse there is a decrease of 90%, and in social bullying a decrease of 100%. This result indicates that the intervention of bullying schemes inside the classroom was effective. With this research, the researcher able to find out a helpful way of decreasing bullying cases in the classroom.

Keywords: *verbal bullying, bullying, bullying intervention, child protection*

ADDRESSING STRUGGLING LEARNERS THROUGH PROJECT THRIVE (TRANSFORMATION, HOLISTIC, RESILIENCE, IDENTITY, VALUES AND EMPOWERMENT)

Agot, Mar V.
Perino, Virginito A.
Maghuyop, Aileen E.
Pedro "Oloy" N. Roa Sr. High School
West 2 District

ABSTRACT

This action research employed a purposive sampling method, selecting struggling senior high school learners enrolled in SHARED or modular program. Data collection involved a combination of pre- and post-intervention questionnaires, reflective journals, interviews to measure changes in self-awareness, goal-setting, spiritual development, and environmental responsibility. Quantitative data were analyzed using descriptive statistics, while qualitative data underwent thematic analysis to identify emerging themes related to personal transformation. The implemented activities included self-awareness sessions, goal-setting exercises, spiritual growth activities, and hands-on environmental projects such as landscaping, clean-up drives, and tree planting, complemented by a recognition program to honor student achievements. The results demonstrated notable improvements in learners' self-awareness, motivation, and sense of purpose, alongside increased environmental consciousness and community pride. Participants exhibited greater resilience, responsibility, and emotional well-being, indicating the effectiveness of a holistic, values-based approach in promoting comprehensive student development. The study confirms that integrating reflective practices with environmental engagement activities fosters meaningful personal growth among struggling learners, contributing valuable insights to educational strategies aimed at fostering resilience, identity, and environmental stewardship.

Keywords: *self-awareness, goal setting, spiritual development, environmental responsibility*

Child Protecion

2025 BRIGHT | BUILDING RESEARCH INNOVATION AND GROWTH FOR HIGHER THINKING

Genalyn K. Valmoria
Flora Mae B. Reyes
City Central School

Abaigar,Laura A.
Merly S. Valdez
Jiffrey A. Ganas
Agusan National High School

Jennifer T. Cabatingan
Angeles Sisters NHS


Importante, Juvy T.
Taglimao NHS

Leonor C. Reyes
Michael B. Saluna
Bayanga NHS


Lorna D. Ogao-ogao
Sacred Heart Village ES

Agot, Mar V.
Perino, Virginito A.
Maghuyop, Aileen E.
PNROA-SHS

THEME 3:
HUMAN RESOURCE DEVELOPMENT

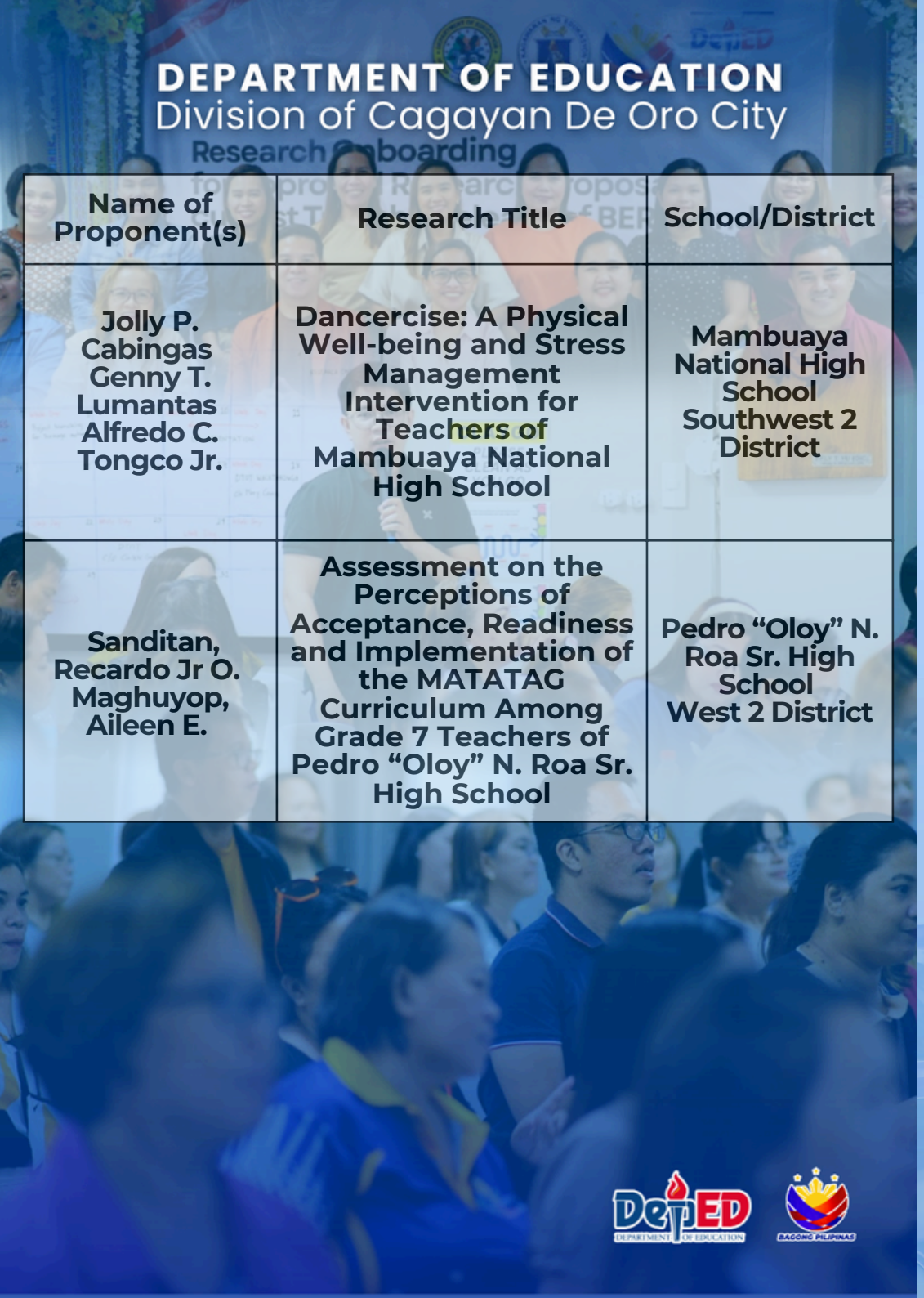


Human Resource Development

This category highlights programs and initiatives that enhance the skills, competencies, and professional growth of teachers, school leaders, and staff. It focuses on continuous capacity building, career development, and the promotion of a culture of lifelong learning.

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Name of Proponent(s)	Research Title	School/District
Jolly P. Cabingas Genny T. Lumantas Alfredo C. Tongco Jr.	Dancercise: A Physical Well-being and Stress Management Intervention for Teachers of Mambuaya National High School	Mambuaya National High School Southwest 2 District
Sanditan, Recardo Jr O. Maghuyop, Aileen E.	Assessment on the Perceptions of Acceptance, Readiness and Implementation of the MATATAG Curriculum Among Grade 7 Teachers of Pedro "Oloy" N. Roa Sr. High School	Pedro "Oloy" N. Roa Sr. High School West 2 District

DANCERCISE: A PHYSICAL WELL-BEING AND STRESS MANAGEMENT INTERVENTION FOR TEACHERS OF MAMBUAYA NATIONAL HIGH SCHOOL

Jolly P. Cabingas
Genny T. Lumantas
Alfredo C. Tongco Jr.
Mambuaya National High School
Southwest 2 District

ABSTRACT

This study looked into how a dance exercise program (Dancercise) influenced the stress levels, physical activity, and overall experiences of teachers at Mambuaya National High School. Before the program, teachers generally showed moderate stress levels (M = 20.2, SD = 4.17). After joining the sessions, their scores shifted to the high range (M = 30.4, SD = 3.57). While this may appear negative at first, it actually reflects a deeper awareness of their emotions and stress—something the program brought to the surface. In terms of physical activity, most teachers (56.10%) reached moderate levels, pointing to healthier routines gradually taking root. Beyond the numbers, teachers spoke of the program as enjoyable, flexible, and worth their effort. They highlighted gains not just in balance and stamina, but also in confidence, connection, and shared joy with colleagues and students. Overall, Dancercise was more than just movement—it became a space for growth, belonging, and well-being, showing promise if supported and sustained.

Keywords: *Dancercise, teacher well-being, perceived stress, physical activity, emotional awareness, connection, school program*

ASSESSMENT ON THE PERCEPTIONS OF ACCEPTANCE, READINESS AND IMPLEMENTATION OF THE MATATAG CURRICULUM AMONG GRADE 7 TEACHERS OF PEDRO "OLOY" N. ROA SR. HIGH SCHOOL

Sanditan, Recardo Jr O.
Maghuyop, Aileen E.
Pedro "Oloy" N. Roa Sr. High School
West 2 District

ABSTRACT

This mixed-methods study examined Grade 7 teachers' perceptions on acceptance, readiness, and implementation of the MATATAG curriculum at Pedro "Oloy" N. Roa Sr. High School during 2024-2025. Using total population sampling, survey questionnaires and focus group discussions were conducted with all Grade 7 teachers. Results revealed high acceptance levels (M=4.53), readiness (M=4.18), and implementation effectiveness (M=4.47). Despite positive indicators, teachers faced significant challenges including time constraints with 45-minute periods, resource limitations, student foundational skill gaps, content complexity issues, and subject expertise misalignment. Teachers demonstrated adaptability by creating supplementary materials and maximizing available resources. The study identified critical gaps between administrative support and practical implementation needs, highlighting the importance of addressing systemic barriers alongside curriculum design. Six action plans with ₱60,000 budget allocation were proposed to address temporal-structural reform, resource equity, competency alignment, student readiness, implementation support, and content optimization for sustainable curriculum success.

Keywords: *MATATAG curriculum, curriculum implementation, teacher acceptance, teacher readiness, educational reform*

Human Resource Development

2025 BRIGHT | BUILDING RESEARCH INNOVATION AND GROWTH FOR HIGHER THINKING

Jolly P. Cabingas
Genny T. Lumantas
Alfredo C. Tongco Jr.
Mambuaya NHS



Sanditan, Recardo Jr O.
Maghuyop, Aileen E.
PNROA-SHS

DepED DEPARTMENT OF EDUCATION | BAGONG PILIPINAS

THEME 4:
GOVERNANCE



Governance

This category focuses on leadership, management, and policy implementation that ensure transparency, accountability, and efficiency in the education system. It emphasizes participatory decision-making, effective resource management, and initiatives that strengthen institutional systems and stakeholder engagement.

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DEPARTMENT OF EDUCATION
Division of Cagayan De Oro City

Name of Proponent(s)	Research Title	School/District
Dacut, Emmanuel A. Omamalin, Yunire M. Ramos, DezylJoy	Identifying Opportunities and Challenges for Integrating Higaonon Culture in the Classroom Setting of FS Catanico Integrated School	FS Catanico Integrated School East 1 District
Syville Niño U. Dumanon Giljun T. Penuliar	PROJECT HOPE (HOLISTIC OUTREACH FOR PARENTAL EMPOWERMENT): AN INITIATIVE TO LEVERAGE PARENTS' INVOLVEMENT IN SCHOOL PROGRAMS	Agusan National High School East 2 District
Norma B. Delima Darlene D. Daliva	Understanding Teacher Absenteeism: An Exploratory Study of the Factors Influencing Teacher Attendance in Macabalan National High School	Macabalan National High School North 1 District
Jocelyn B. Palabon Maribeth T. Auman	MOTIV8: A 3-Step Framework to Support Teacher Motivation through Mental Health and Coaching-Based Approaches	CDONHS-JUNIOR HIGH South District
Ragmac, Luzviminda B. Donasco, Maurita M.	Leading To Success: Exploring Leader Behavior's Effect On Teacher Efficacy	Lumbia National High School Southwest 1 District
Karl Anthony O. Salise	Project KARP (Knowledgeable, Aware, and Receptive Parents): A School-Based Initiative to Promote Active Parental Engagement in Comprehensive Sexual Education	Dansolihon National School Southwest 2 District
Acido, Analiza D. Peligrino Emalyn A. Maghuyop, Aileen E.	Influencing Practices of Solid Waste Management through Project BASURA (Behavioral Approach of Solid Waste Management and Understanding on Risk through Awareness)	Pedro "Oloy" N. Roa Sr. High School West 2 District

Identifying Opportunities and Challenges for Integrating Higaonon Culture in the Classroom Setting of FS Catanico Integrated School

Dacut, Emmanuel A.
Omamalin, Yunire M.
Ramos, DezylJoy
FS Catanico Integrated School
East 1 District

ABSTRACT

This study examined the possibilities and challenges of integrating Higaonon culture into classroom instruction at FS Catanico Integrated School, Cagayan de Oro City. Using a descriptive quantitative-qualitative design, data were gathered through interviews, focus group discussions, document analysis, and classroom observations involving educators, students, school officials, and Higaonon community members. Findings revealed that participants held positive perceptions of cultural integration, recognizing its role in fostering identity, respect, and the preservation of indigenous artistry. However, several challenges emerged, including limited instructional materials, time constraints, insufficient teacher training, low student engagement, curriculum restrictions, and weak school-community collaboration. Notable best practices identified were community partnerships, cultural events, teacher training programs, and experiential learning activities, which supported the effective inclusion of Higaonon culture in education. The study highlights the need for supportive school policies and active parental involvement to sustain integration efforts. Overall, the findings emphasize that culturally responsive education not only empowers indigenous learners but also strengthens the preservation of Higaonon heritage, offering valuable insights for curriculum planning, teacher development, and enhanced school-community partnerships.

Keywords: *Higaonon culture, cultural integration, indigenous education, school-community partnership, culturally responsive teaching*

PROJECT HOPE (HOLISTIC OUTREACH FOR PARENTAL EMPOWERMENT): AN INITIATIVE TO LEVERAGE PARENTS' INVOLVEMENT IN SCHOOL PROGRAMS

Syville Niño U. Dumanon
Giljun T. Penuliar
Agusan National High School
East 2 District

ABSTRACT

This study explores the current level of parental involvement in the governance of Agusan National High School. Through a mixed – methods approach, combining both quantitative surveys and qualitative interviews, this study aims to identify strategies that can strengthen parental involvement. The findings reveals that Parents' involvement prior to Project HOPE was generally moderate yet uneven, with stronger engagement in home-based support than in school-based activities. Parents involvement during the pre-initiative phase of Project HOPE was limited mainly on the following themes: Barriers to parental participation, need for accessible and supportive school engagement strategies, and Communication gaps and need for timely updates. Project HOPE strengthened parents' involvement by fostering trust, openness, and stronger school–family collaboration. Parents felt more valued as the school became more responsive to their feedback, though some still needed additional support to build confidence in active participation. There is a significant difference in the level of parents' involvement between the pre-initiative and post-initiative phases of Project HOPE. Parents involvement during the post initiative phase of Project HOPE was focused mainly on the following themes: Enhanced parental involvement through flexibility and encouragement, strengthened school–parent communication, and empowered parental role in school governance.

Keywords: *Parental Involvement, School Governance, Parents Participation*

UNDERSTANDING TEACHER ABSENTEEISM: AN EXPLORATORY STUDY OF THE FACTORS INFLUENCING TEACHER ATTENDANCE IN MACABALAN NATIONAL HIGH SCHOOL

Norma B. Delima
Darlene D. Daliva
Macabalan National High School
North 1 District

ABSTRACT

Teacher attendance is critical in sustaining instructional continuity, ensuring quality learning, and promoting student achievement. At Macabalan National High School, records from SY 2023–2025 revealed persistent absenteeism, with several teachers incurring frequent absences. This study investigated the factors contributing to teacher absenteeism, its connection with vacation service credits, and responsive measures to improve attendance. Using purposive sampling, fifteen teachers with the highest frequency of absences participated. Data were collected through surveys, focus group discussions, and interviews, and analyzed using descriptive statistics, thematic analysis, and content analysis. Findings revealed that personal health concerns, family and childcare responsibilities, and mental or emotional stress were the top contributors to absences. While most teachers denied using vacation service credits as justification for absenteeism, results highlighted the need for clearer policies and appropriate credit utilization. Teachers further recommended wellness programs, incentives, and stress management initiatives to strengthen attendance. Guided by Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, Social Exchange Theory, and Role Conflict and Strain Theory, the study concluded that absenteeism is shaped by personal, organizational, and contextual factors. An action plan was developed emphasizing incentives, health and wellness initiatives, and stronger administrative support to reduce absenteeism and foster a more productive learning environment.

Keywords: *teacher attendance, absenteeism, wellness programs, incentives, service credits, instructional continuity*

MOTIV8: A 3-STEP FRAMEWORK TO SUPPORT TEACHER MOTIVATION THROUGH MENTAL HEALTH AND COACHING-BASED APPROACHES

Jocelyn B. Palabon
Maribeth T. Auman
CDONHS-JUNIOR HIGH
South District

ABSTRACT

This study examined the effectiveness of MOTIV8 (Mobilizing Opportunities to Invigorate and Value Educators' Motivation), a school-based intervention designed to enhance teacher motivation through coaching and mental health support. The MOTIV8 program consisted of eight structured 45-minute sessions conducted during Collaborative Expertise Time on Thursdays. It featured three phases: 1) Mapping Motivation, 2) Offering Coaching Based Approach and Mental Wellness Support, and 3) Tracking Improvements and Validating Progress . Data were gathered using pre and post assessment tools, reflection journals, coaching logs, and focus group discussions. Quantitative results were analyzed using descriptive statistics and paired sample t-tests, while qualitative data underwent thematic analysis. Results of the pre and post test revealed a significant improvement in teacher motivation, with the mean score increasing from 3.29 (moderate level) to 3.87 (high level), yielding a mean difference of 0.58. Qualitative observations through FGDs identified positive shifts in teachers' attitudes and professional behaviors such as development of a Positive Attitude (ranked highest), followed by Professional Growth, Reduction of Burnout and Absenteeism, Enhanced Self-Efficacy, and Improved Confidence. It was concluded that MOTIV8 Intervention offers a practical, school-based model that supports teacher resilience and professional effectiveness, thereby contributing to the improvement of learners' academic performance.

Keywords: *teacher motivation, mental health, coaching, professional behavior, multicycle intervention, MOTIV8*

LEADING TO SUCCESS: EXPLORING LEADER BEHAVIOR'S EFFECT ON TEACHER EFFICACY

Ragmac, Luzviminda B.
Donasco, Maurita M.
Lumbia National High School
Southwest 1 District

ABSTRACT

This study, Leading to Success: Exploring Leader Behavior's Effect on Teacher Efficacy, investigated the relationship between school leadership behaviors and teacher efficacy at Lumbia National High School during Academic Year 2025–2026. Using a descriptive-correlational design and purposive sampling, the research aimed to (1) identify frequently demonstrated leadership behaviors, (2) determine the correlation between transformational leadership and teacher efficacy, and (3) assess the predictive power of leadership behaviors on overall teacher efficacy. Findings revealed that teachers consistently perceived their leaders as exhibiting effective behaviors, particularly in instructional guidance and professional support. However, shared decision-making emerged as an area needing improvement to foster collaborative school culture. Results from the Teacher Efficacy Scale indicated very high levels of personal and general efficacy, though challenges persisted in managing disengaged learners, disruptive behaviors, and unsupportive home environments. Correlational analysis confirmed that transformational leadership significantly influenced teacher efficacy, highlighting the role of leadership in shaping teachers' confidence and instructional effectiveness. Anchored in Bandura's self-efficacy theory, the study underscores the importance of leadership practices that promote collaboration, classroom management support, and parent-school partnerships to sustain teacher efficacy and improve student outcomes.

Keywords: *Teacher efficacy, transformational leadership, school leadership behavior, instructional support, shared decision-making*

PROJECT KARP (KNOWLEDGEABLE, AWARE, AND RECEPTIVE PARENTS): A SCHOOL-BASED INITIATIVE TO PROMOTE ACTIVE PARENTAL ENGAGEMENT IN COMPREHENSIVE SEXUAL EDUCATION

Karl Anthony O. Salise
Dansolihon National School
Southwest 2 District

ABSTRACT

This action research investigated the effectiveness of Project KARP (Knowledgeable, Aware, and Receptive Parents), a school-based initiative designed to strengthen parental engagement in Comprehensive Sexuality Education (CSE) at Dansolihon National High School. Guided by two research cycles, the study first identified the challenges hindering parents from active involvement, then implemented targeted adjustments to improve outcomes. Cycle 1 revealed barriers such as cultural and religious taboos, lack of knowledge, time constraints, and generational gaps. Based on parents' feedback, Cycle 2 introduced expert-led sessions, flexible scheduling, and interactive workshops. Data were collected through pre- and post-tests, surveys, and focus group discussions involving 110 purposively selected parents. Results indicated significant improvements in knowledge, particularly on puberty, pregnancy, and sexuality education practices at home. Attitudes also shifted positively, with parents expressing stronger support for early and preventive CSE. Focus group discussions highlighted increased confidence in communication, greater appreciation of school–parent partnerships, and a call for program sustainability. The findings conclude that Project KARP is a feasible, effective, and replicable model for empowering parents as co-educators. Recommendations include institutionalization, continuous training, and broader program dissemination.

Keywords: *parental engagement, sexuality education, adolescent health*

Influencing Practices of Solid Waste Management through Project BASURA (Behavioral Approach of Solid Waste Management and Understanding on Risk through Awareness)

Acido, Analiza D.
Peligrino Emalyn A.
Maghuyop, Aileen E.
Pedro "Oloy" N. Roa Sr. High School
West 2 District

ABSTRACT

This action research explored the impact of Project BASURA**,** a school-based initiative promoting responsible solid waste management among Grade 7 students at Pedro"OLoy" N.Roa Sr. High School. Grounded in Republic Act 9003 and environmental education principles, the project aimed to strengthen learners' practices in segregation, reduction, recycling and disposal. Cycle 1results showed moderate awareness but inconsistent behaviour, particularly in handling hazardous waste, discomfort in using reusable containers, and dependence on reminders for proper segregation. Standard deviation scores ranged from 0.85 to 1.20, indicating varied responses and uneven behavioural patterns. In Cycle 2, targeted interventions- such as Hakot sa Basura routines, monthly clean-up drives, and digital documentation were implemented. These led to significant improvements: reading bin labels (mean rose from 3.93 to 4.63; SD dropped to 0.83), proper segregation (from 3.95 to 4.62; SD to 0.89), reuse of materials (from 3.83 to 4.58; SD to 0.93) and reduced plastic use. Negative behaviours declined, with scores falling below 2.00 and standard deviations narrowing, reflecting more consistent practices. Supported by studies from Corporal et al. (2024), Barlaan et al. (2022), and Torres (2023), the findings affirm that structured routines, peer modelling, and values integration foster environmental stewardship. The study proved effective in cultivating sustainable habits, with further cycles recommended to reinforce behavioural change and community engagement.

Keywords: Practices of Solid Waste Management, Project BASURA, Behavioral Approach, Understanding on Risk, and Awareness

CROSS-CUTTING THEME:

INCLUSIVE ED (ALS, IPED, MEP DRRM, & SNED



Cross-cutting Inclusive Ed (ALs, IPeD, MEP, DRRM, & SNed)

The cross-cutting theme underscores DepEd's commitment to inclusive, equitable, and resilient education. It covers Inclusive Education, Alternative Learning System (ALS), Indigenous Peoples Education (IPED), and Madrasah Education, ensuring access for diverse learners. It also includes Special Needs Education (SNED) to support learners with disabilities and Disaster Risk Reduction and Management (DRRM) to build safe, prepared schools. Together, these initiatives promote equity, cultural sensitivity, and learner-centered approaches, ensuring that no learner is left behind while fostering holistic development and community resilience.

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DEPARTMENT OF EDUCATION
Division of Cagayan De Oro City

Name of Proponent(s)	Research Title	School/District
Ronaldo D. Auman Rosalinda C. Tantiado	Multigrade Class: An Intervention to Support Student-Athletes to Balance Academic and Athletic Commitments	Angeles Sisters National High School North 1 District
Macapangcat U. Mama, Jr.	Current Status of Bulua National High School's Disaster Risk Reduction Management Program Implementation	Bulua National High School West 2 District



MULTIGRADE CLASS: AN INTERVENTION TO SUPPORT STUDENT-ATHLETES TO BALANCE ACADEMIC AND ATHLETIC COMMITMENTS

Ronaldo D. Auman
Rosalinda C. Tantiado
Angeles Sisters National High School
North 1 District

ABSTRACT

Angeles Sisters National High School is known for its winning teams in Softball and Baseball. However, amid their athletic success, it has caused concerns to the school because most of the athletes are struggling academically. A significant number of players missed to balance academic and athletic commitments because of the intensive practices to develop their dexterity and agility which leave them fatigue to comply academic requirements that are needed to qualify them to join the game competition. Two-cycled action research on multigrade class was created, monitored and assessed through attendance, diagnostic and First Quarter test in English, Math and Science and semi-structured interview to support the student-athletes. A mixed method with the simple Frequency Count, Percentage, Mean and Standard Deviation and semi-structured interview which were coded, categorized and thematized were utilized. Results revealed that multigrade class of the student-athletes with 12 softball and 12 baseball players is an effective strategy to address the academic requirements of the student-athletes. The multigrade class is held in the morning while the sports practices in the afternoon. With this flexible arrangement, the student-athletes were able to balance and comply their academic requirements not only in English, Math and Science but also other subjects with the support of their teacher-coaches as adviser and subject teachers and teammates while they are in a shared learning environment.

Keywords: *academic requirements, athletic requirements, multigrade class*

Cross-cutting Inclusive Ed (ALs, IPeD, MEP DRRM, & SNED

CURRENT STATUS OF BULUA NATIONAL HIGH SCHOOL'S DISASTER RISK REDUCTION MANAGEMENT PROGRAM IMPLEMENTATION

Macapangcat U. Mama, Jr.
Bulua National High School
West 2 District



Ronaldo D. Auman
Rosalinda C. Tantiado
Angeles Sisters NHS



Macapangcat U. Mama, Jr.
Bulua NHS

ABSTRACT

The current paper determines the status of implementation of Bulua National High School's Disaster Risk Reduction Management (DRRM) Program for the School Year 2024-2025. To ensure that students are knowledgeable about the risks and how to respond to them in their schools and communities, educational initiatives promoting Disaster Risk Reduction in Education (DRR-E) should be implemented. The study made use of descriptive-survey research design. The sampling strategy used is purposive sampling which include the members of SDRRM team, students, stakeholders and instructional leaders. Findings revealed that mainstreaming DRRM and CCA policies (Mean: 3.80, Sd: 0.7) has the highest mean score, which falls into the "Well Implemented (WI)" category. While the disaster response efforts are considered "Implemented," the lower score compared to other pillars highlights a potential vulnerability. Effective response is critical for saving lives immediately after a disaster. Future efforts should focus on refining communication protocols, improving the speed of aid distribution, and conducting more realistic drills to identify and address these bottlenecks. Overall, respondents perceive the DRRM initiatives implemented in Bulua National High School as generally well-implemented. The composite scores for all four pillars are indicating a positive assessment. It is recommended that more resources and strategic planning must be employed in all pillars through continuous education and awareness.

Keywords: *DRRM school implementation, disaster preparedness, disaster response, assessment.*



BASIC EDUCATION RESEARCH AGENDA

Research-based Innovation

Research-based innovation refers to the development and application of new ideas, strategies, programs, or technologies that are grounded in systematic research and evidence. It bridges theory and practice by transforming research findings into practical solutions that address real-world challenges in education, learning, and organizational improvement. These innovations ensure that interventions are data-driven, context-sensitive, and sustainable, ultimately enhancing teaching, learning outcomes, and institutional performance.

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DEPARTMENT OF EDUCATION
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Name of Proponent(s)	Research Title	School/District
Yangyang, Lyndie A.	PROJECT ASAP CARE	East City Central School East 1 District
Alex R. Dela Vega	MathSIMPLE: Simplified Individualized Math Practice for Learning Enhancement	Cagayan de Oro National High School – Junior High South District
Maridelyn D. Gumonan Gary Greg C. Tagra	Comic-based Learning Material: An Approach to Enhance Students' Achievement and Intrinsic Motivation in Science	Dansolihon National High School Southwest 2 District
Eden C. Acaylar Phoebe L. Abarquez Crispina R. Balino	WINS (WORKSHEETS INITIATIVE IN SCIENCE): ENHANCING THE PROFICIENCY LEVEL AND PROCESS SKILLS	Bulua Central School West 2 District
Ryan C. Tura Agnes A. Ong Edgar E. Saarenas	KARAOKAY: A RESEARCH-BASED READING INNOVATION IN ENGLISH	Camp Evangelista Elementary School West 2 District

PROJECT ASAP CARE

Yangyang, Lyndie A.
East City Central School
East 1 District

ABSTRACT

Project ASAP CARE is a school-based innovation aimed at addressing the results and findings of the Action Research conducted in 2024 entitled Pupils' Mental Health Survey: Basis in Designing a School-Based Mental Health and Wellness Program, wherein it was found that many factors cause stress to the learners at home, in the community, and in school that affect their performance in school. This innovative project was piloted in four (4) sections, Grade V Level of East City Central School, Lapasan, Cagayan De Oro City, by way of assigning one (1) Love Box per section. The Love Box was customized and carefully designed to send the following message to the respondents: secrecy of the information being confided by way of securing its content with a padlock, easy access as it is available inside the classroom, welcoming gesture as forms are readily available and caring spirit as it contain a caption saying – You Share, I Listen, We Make Solution(s). The results revealed that out of the 165 total enrolment in the four (4) pilot sections, 56.36% of the learners responded by way of sharing their concerns by filling up the Seek Help Form and dropping it in the Love Box. It highlighted that family-related concerns emerged as the leading stressor among the learners-respondents, with 30 responses/sharing or 32% of the total number of respondents. Lesson-related stressor followed with 24.73% while personal concerns appeared to be the third stressor with 19.35% responses. Moreover, stressors caused by classmates and friends ranked fourth at 11.82% respectively. The data imply that learners' mental health challenges are significantly influenced by their family environment, academic pressures, and social interactions inside and outside the classroom. It confirms that stressors affecting the learners are rooted in multiple domains, with family issues being the most prominent.

Keywords: *mental health, stressors, family environment, academic pressure, social interactions*

MATHSIMPLE: SIMPLIFIED INDIVIDUALIZED MATH PRACTICE FOR LEARNING ENHANCEMENT

Alex R. Dela Vega
Cagayan de Oro National High School – Junior High
South District

ABSTRACT

This study presents MathSIMPLE (Simplified Individualized Math Practice for Learning Enhancement), a classroom-based innovation aimed at improving Mathematics performance among Grade 10 learners at Cagayan de Oro National High School – Junior High. The intervention was developed to address persistent challenges in numeracy and problem-solving, especially among low-performing students whose learning gaps widened during the post-pandemic transition. Central to the approach was the creation of Simplified Activity Sheets aligned with the Most Essential Learning Competencies (MELCs), featuring concept notes, step-by-step examples, guided practice, and scaffolded exercises tailored to individual learner needs. Implemented through structured sessions with continuous feedback, the intervention was evaluated using a pre-experimental design with pre-test and post-test assessments. Results showed a significant improvement in learners' mean scores (from 12.40 to 18.85), confirmed by a paired samples t-test ($t = -10.24$, $p < .05$), and a reduced standard deviation, indicating narrowed performance gaps. Qualitative data also revealed enhanced learner confidence, motivation, and peer collaboration. Overall, MathSIMPLE effectively supports both cognitive and affective learning outcomes and demonstrates potential for replication in broader learning recovery programs.

Keywords: *MathSIMPLE, individualized learning, numeracy, scaffolded instruction, post-pandemic education, learning recovery*

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

Maridelyn D. Gumonan
Gary Greg C. Tagra
Dansolihon National High School
Southwest 2 District

ABSTRACT

This research innovation explored the use of comic-based instructional materials as a creative approach to enhance students' achievement and intrinsic motivation in science. The project was designed following the ADDIE model—analysis, design, development, implementation, and evaluation—and focused on the least mastered competencies of Grade 9 learners in Non-Mendelian Patterns of Inheritance. The materials were developed using CANVA 365, validated by instructional experts, and further evaluated by teachers and students for content accuracy, format, and visual quality. The implementation phase involved classroom use of the comics, complemented by assessments to determine their effectiveness in supporting science learning. Findings revealed that the comic-based materials were highly effective in improving students' understanding of scientific concepts and in sustaining their interest in the subject. Evaluations showed that both teachers and learners found the comics engaging, accessible, and relevant to the learning objectives. In terms of motivation, students reported that the materials made science learning more enjoyable, meaningful, and connected to their everyday experiences. The results underscore the potential of comic-based learning as an innovative supplementary tool that can bridge learning gaps, foster deeper comprehension, and cultivate positive attitudes toward science. This study highlights the importance of integrating learner-centered, contextualized, and visually engaging resources into classroom practice to improve educational outcomes and promote sustainable instructional innovations in science.

Keywords: *comic-based learning material, science education, intrinsic motivation, academic improvement*

WINS (WORKSHEETS INITIATIVE IN SCIENCE): ENHANCING THE PROFICIENCY LEVEL AND PROCESS SKILLS

Eden C. Acaylar
Phoebe L. Abarquez
Crispina R. Balino
Bulua Central School
West 2 District

ABSTRACT

This innovation aimed to enhance the science proficiency and process skills of Grade 5 learners. The descriptive research method was employed, involving thirty-five (35) learners from Bulua Central School during School Year 2025–2026. Data were collected through pre- and post-assessments using the Division Unified Periodic Assessment tool. Descriptive statistics were utilized to measure the effects of the WINS (Worksheets INitiative in Science) innovation. Results revealed notable improvements in learners' proficiency and process skills, with 12 (34%) achieving the Advanced level and 18 (51%) attaining the Proficient level after the intervention. The findings emphasized that WINS significantly enhanced learners' critical thinking, problem-solving abilities, and confidence in dealing with scientific concepts. However, they also highlighted the need for further refinement of the innovation, particularly through teacher training focused on improving instructional strategies. It was concluded that WINS is an effective supplementary tool for science instruction. Hence, it is recommended that schools continue utilizing worksheets and integrate varied teaching strategies to further ensure mastery of science competencies among all learners.

Keywords: *WINS intervention, proficiency level, process skills*

KARAOKAY: A RESEARCH-BASED READING INNOVATION IN ENGLISH

Ryan C. Tura
Agnes A. Ong
Edgar E. Saarenas
Camp Evangelista Elementary School
West 2 District

ABSTRACT

In pursuit of improving the reading performance of the learners, the study was conducted to test if there is a significant difference on the reading performance of the learners by integrating music in reading through the first and second cycle of the first quarter. The study used action research design implemented in multicycles using pre-test and post-test comparing their reading levels between the two cycles of implementation. The study composed of fifty (50) pupil respondents from intermediate level selected using purposive sampling method following an inclusion and exclusion criteria. To analyze and interpret the data, the study used descriptive statistics, thematic analysis and t-test paired two samples for means at 0.5 level of significance. The data revealed no significant difference between teaching reading with or without music integration as shown in the p-value of 0.04 less than 0.5 level of significance. The study concludes that teaching reading with the use of Karaokay innovation brings positive results as it improves reading levels of the learners. The study recommends teachers to apply music in teaching reading both in primary and intermediate levels.

Keywords: *English Reading, Karaokay, Music Integration, Reading innovation, Reading intervention*



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BASIC EDUCATION RESEARCH AGENDA

BERF Research

BERF research refers to studies funded through the Basic Education Research Fund (BERF), a DepEd initiative that supports teacher- and school-led research to address pressing issues in basic education. It provides resources for evidence-based projects that improve teaching practices, learner outcomes, and policy implementation, ensuring research utilization for education development.

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DEPARTMENT OF EDUCATION
Division of Cagayan De Oro City

Name of Proponent(s)	Research Title	School/District
Irish P. Taboclaon	PROJECT ASAP CARE Improving Students' Academic Performance and Engagement through Project THREAD (Team-based Hands-on Rotations for Engagement and Academic Development)	Puerto National High School East 2 District
Roel R. Lamberte	Tailored Curriculum Delivery: Innovation for Improving Subject Completion and Reducing Teacher Workload in Treatment Rehabilitation Centers	Puerto National High School East 2 District
Alex R. Dela Vega Eliezer R. Dela Vega	PROJECT GOALS (GRAPHIC ORGANIZER FOR ACTIVE LEARNING AND SOLVING) IN MATHEMATICS: A SECOND CYCLE INTERVENTION FOR GRADE 7 LEARNERS IN THE MATATAG CURRICULUM	Cagayan de Oro National High School – JH South District
Ryan Z. Roa	RISING TO THE CHALLENGE: A THEMATIC INQUIRY ON THE EXPERIENCES OF TEACHERS IN THE IMPLEMENTATION OF THE REVISED K-12 (MATATAG) CURRICULUM LEADING TO A PROPOSED TEACHERS SUPPORT ACTION PLAN	South City Central School South District
Robily P. Castulo Jeanley T. Albiso	Versatile On-Campus Intercom for Communication Efficiency (VOICE) for Radio Broadcasting Performance: An Intervention Tool for Grade 9 Special Program in Journalism	CAGAYAN DE Oro National High School – Junior High South District
Chibert L. Jala Mary Grace E. Apdian	Project BUKAG (Bridging Through Utilization of School Key Practices of Active Reading and Guided Learning)	Magayad Integrated School Southwest 2 District
Abegail G. Aballe Cherry Ann S. Santisas Mennie M. Limbang	BRIDGING LEARNING GAPS: EMPOWERING LEARNERS WITH READING DIFFICULTIES THROUGH FOCUSED PULL-OUT INTERVENTION	Mambuaya Elementary School Southwest 2 District
Jonah Mae D. Taganas Majorie Abregana Mae Saliring	C.H.E.F.: Enhancing Learning Outcomes by Integrating Chemistry, Biology, and Food Processing in Senior High School Education	Mambuaya National High School Southwest 2 District
Cristina S. Lazon Evangeline M. Pailmao-Bagasbas Ringo Glenn T. Beja	The Effect of Math Equalizer Game-based Learning on Arithmetic Performance of Grade 11 Learners	Bulua National High School West 2 District
Eden C. Acaylar Phoebe L. Abarquez	Enhancing Visual Arts Skills Through MS-ABCs (Magical Synergy of Appropriate Brushstrokes Collaborations)	Bulua Central School West 2 District
Mar V. Agot Virginito A. Perino Aileen E. Maghuyop	Addressing Struggling Learners Through Project THRIVE (Transformation, Holistic, Resilience, Identity, Values and Empowerment)	Pedro "Oloy" N RoaSHS West 2 District

IMPROVING STUDENTS' ACADEMIC PERFORMANCE AND ENGAGEMENT THROUGH PROJECT THREAD (TEAM-BASED HANDS-ON ROTATIONS FOR ENGAGEMENT AND ACADEMIC DEVELOPMENT)

Irish P. Taboclaon
Puerto National High School
East 2 District

ABSTRACT

This action research examined the effectiveness of Project THREAD (Team-based Hands-on Rotations for Engagement and Academic Development) in improving Grade 8 students' academic performance and engagement in TLE–Dressmaking at Puerto National High School. Project THREAD adapts the Station Rotation Model into team-based, role-driven, hands-on stations tailored to large classes and 40-minute periods. One section (n = 45) participated across two cycles: Cycle 1 surfaced implementation issues (e.g., time per station, group roles, materials, connectivity), which informed Cycle 2 adjustments (three stations, clearer roles, offline resources). Academic performance was measured via a validated 16-item pretest/posttest; engagement was assessed using a three-dimension Student Engagement Questionnaire. Descriptively, mean scores increased from 7.16 (SD = 3.87) to 13.11 (SD = 3.11); medians rose from 8 to 14 with a narrower IQR (7.00 → 3.00). The Wilcoxon signed-rank test indicated a highly significant gain ($W = 27.0$, $p < .001$). Overall engagement improved from 2.44 (SD = 0.55; Seldom) to 3.30 (SD = 0.44; Sometimes) across behavioral, emotional, and cognitive domains. Findings suggest that structured, collaborative, hands-on rotations can raise mastery and make outcomes more consistent in resource-constrained TLE settings. Replication across other TLE areas and longer follow-up are recommended.

Keywords: *Academic Performance; Engagement; Project THREAD; Station Rotation; TLE–Dressmaking*

TAILORED CURRICULUM DELIVERY: INNOVATION FOR IMPROVING SUBJECT COMPLETION AND REDUCING TEACHER WORKLOAD IN TREATMENT REHABILITATION CENTERS

Roel R. Lamberte
Puerto National High School
East 2 District

ABSTRACT

This action research examined a tailored Senior High School (SHS) delivery model for learners in two rehabilitation centers in Cagayan de Oro City. The K–12 load was restructured into two 2.5-month cycles (four subjects per cycle), while teacher assignments were limited to two subjects. Instruction used weekly face-to-face sessions and printed, MELC-aligned Learning Activity Sheets (LAS). A two-cycle mixed-methods design combined teacher-validated pre/posttests, weekly LAS tracking, verified class records, teacher reflection logs, and focus group discussions (FGDs). Participants were 16 General Academic Strand (GAS) learners and four teachers. Performance improved from a pretest mean of 36.00 (SD = 7.09) to a posttest mean of 48.44 (SD = 8.72). A Wilcoxon signed-rank test showed a significant median increase from 37.50 (IQR = 8.25) to 48.50 (IQR = 13.80), $W = 0.00$, $p < .001$. Weekly LAS completion averaged 93.8% and reached 100% after remediation. Teacher workload decreased by 50% (subjects handled: 4.00 → 2.00; weekly contact hours: 5.80 → 2.90). Thematic analyses indicated that predictable scheduling, standardized/offline-ready LAS, and protected consultation time improved feasibility for learners and reduced teacher stress. Findings suggest that a focused subject load, standards-based modular materials, and routine consultation can improve subject completion and lighten teacher workload in rehabilitation settings, supporting the development of joint DepEd–DOH guidance for scale-up and credit portability.

Keywords: *Blended learning, LAS, MELC, SHS, Subject completion, Tailored curriculum, Teacher workload, Treatment rehabilitation centers*

PROJECT GOALS (GRAPHIC ORGANIZER FOR ACTIVE LEARNING AND SOLVING) IN MATHEMATICS: A SECOND CYCLE INTERVENTION FOR GRADE 7 LEARNERS IN THE MATATAG CURRICULUM

Alex R. Dela Vega
Eliezer R. Dela Vega
Cagayan de Oro National High School – JH
South District

ABSTRACT

This action research examined the effectiveness of the Project GOALS (Graphic Organizer for Active Learning and Solving) intervention in improving the mathematics performance of Grade 7 learners at Cagayan de Oro National High School – Junior High under the Matatag Curriculum. The study employed a two cycle pre-experimental design. Quantitative data were gathered through pre-tests and post-tests, while qualitative insights were collected through semi-structured interviews and focus group discussions. Results revealed that prior to the intervention, most learners performed at the Developing and Low levels of proficiency in problem-solving. After implementing Project GOALS, significant improvements were observed in both cycles, with mean post-test scores increasing markedly. A majority of learners reached Proficient and Advanced levels, and the proportion of those in Low and Developing categories decreased substantially. Qualitative findings further indicated enhanced problem-solving confidence, the usefulness of graphic organizers in clarifying problem structures, and greater engagement during lessons. The results suggest that Project GOALS is an effective and replicable classroom intervention that strengthens problem-solving skills, fosters positive attitudes toward mathematics, and aligns with the Matatag Curriculum's emphasis on critical thinking. The study recommends sustained integration of Project GOALS in regular instruction and its potential expansion to higher grade levels.

Keywords: *Mathematics performance, problem-solving, graphic organizers*

RISING TO THE CHALLENGE: A THEMATIC INQUIRY ON THE EXPERIENCES OF TEACHERS IN THE IMPLEMENTATION OF THE REVISED K-12 (MATATAG) CURRICULUM

Ryan Z. Roa
South City Central School
South District

ABSTRACT

The implementation of Revised K-12 MATATAG curriculum offered both opportunities and challenges for teachers. Through a thematic inquiry, their responses have provided an overview on directing curriculum changes during its first phase of implementation. This study is qualitative in nature and responses were subjected to phenomenological approach to describe the lived experiences of the Kindergarten, Grade 1, and Grade 4 teachers at South City Central School. A Focus Group Discussion (FGD) and semi-structure interview have resulted in both favorable and unfavorable facets uncovering the emergent themes of their lived experiences. Findings revealed that the curriculum shift is relevant and timely change that is aligned to the learners' needs. The teachers kept themselves motivated despite the inadequacy of resources and resorted to their own initiatives and resilience to address the inadequacy. However, they also experienced overwhelming tasks and reports that induce stress, disappointment and unmotivated feelings, and the inadequacy of training including inadequate resources and instructional materials causing frustration. Overall, the study highlights the experiences of teachers in shaping effective curriculum implementation accentuated with the need for policy support and adaptive strategies to improve their resilience to sustain curriculum reforms.

Keywords: *WINS intervention, proficiency level, process skills MATATAG curriculum, Implementation, Curriculum reforms, Lived experiences*

VERSATILE ON-CAMPUS INTERCOM FOR COMMUNICATION EFFICIENCY (VOICE) FOR RADIO BROADCASTING PERFORMANCE: AN INTERVENTION TOOL FOR GRADE 9 SPECIAL PROGRAM IN JOURNALISM

Robily P. Castulo
Jeanley T. Albiso
CAGAYAN DE Oro National High School – Junior High
South District

ABSTRACT

This study explores the effectiveness of the VOICE intercom system in enhancing communication efficiency among Grade 9 Special Program in Journalism (SPJ) students during radio broadcasting activities. Using a one-group pre-test and post-test design, weekly performance tracking, and focus group discussions, the research assessed both the usability and impact of the intervention. Quantitative results showed a marked improvement in students' broadcasting performance, with mean scores rising from 1.966 ("Fair") to 3.012 ("Good"). Notable gains were observed in scriptwriting, voice quality, technical handling, listener engagement, and professionalism. Weekly monitoring revealed a consistent upward trend, with average scores increasing from 4.70 in Week 1 to 7.37 in Week 6—an improvement of nearly 57%. This sustained growth highlights the value of regular practice and exposure to the VOICE system in developing broadcasting competencies. Qualitative feedback from focus group discussions supported these findings, with students reporting enhanced confidence, improved speaking skills, better information sharing, and readiness for future broadcasting opportunities. Overall, the VOICE intercom system proved to be a practical and effective tool for strengthening both technical and interpersonal communication skills in a journalism-focused learning environment.

Keywords: *VOICE intercom system, communication efficiency, radio broadcasting, journalism education, performance improvement, speaking skills, educational technology*

PROJECT BUKAG (BRIDGING THROUGH UTILIZATION OF SCHOOL KEY PRACTICES OF ACTIVE READING AND GUIDED LEARNING)

Chibert L. Jala
Mary Grace E. Apdian
Magayad Integrated School
Southwest 2 District

ABSTRACT

Project BUKAG is an educational initiative designed to address absenteeism among Senior High School learners in hinterland area such as Magayad Integrated School, primarily caused by family responsibilities and competing priorities. By bringing education into learners' homes through guided instruction, the program aims to ensure continued learning despite contextual challenges. Implemented over two cycles, teacher-implementers engaged learners in their homes, integrating school key practices and monitoring learning progress during each visit. Findings revealed that learners progressed at their own pace, particularly in subjects related to numeracy and literacy. Teachers encountered challenges such as learner engagement, attendance and availability, instructional challenges, and environmental and logistical barriers, but adapted through personal commitment and preparation, instructional strategies, and parent and learner coordination. Statistical analysis, Wilcoxon Signed-Rank test, showed a significant increase in learners' mean scores from pre-test to post-test, indicating the program's effectiveness. Learners perceived Project BUKAG as responsive to their unique circumstances, while teachers valued its flexibility and relevance to the hinterland context. However, issues with learner disengagement persisted, highlighting the need for creative and resilient teaching approaches. To further strengthen the program, it is recommended to provide specialized teacher training tailored to remote and resource-limited settings. Additionally, consistent early reading interventions should be implemented as part of a contextualized child protection policy, addressing foundational learning gaps through localized strategies that reflect the learners' environment and challenges.

Keywords: *Absenteeism, Project BUKAG, Guided learning, Home-based instruction*

BRIDGING LEARNING GAPS: EMPOWERING LEARNERS WITH READING DIFFICULTIES THROUGH FOCUSED PULL-OUT INTERVENTION

Abegail G. Aballe
Cherry Ann S. Santisas
Mennie M. Limbang
Mambuaya Elementary School
Southwest 2 District

ABSTRACT

This study explored the effectiveness of a focused Pull-Out Intervention in enhancing the reading skills of children with reading difficulties. In Cycle I, thematic analysis revealed that learners experienced enjoyment, increased confidence, and valued teacher support, though they also faced challenges in decoding, comprehension, and concentration. Games, pictures, and storytelling were integrated into Cycle II based on learner preferences. Quantitative findings in Cycle II confirmed substantial improvement, as the mean pre-test score of 10.93 (SD = 4.20) increased to 35.87 (SD = 4.31) in the post-test. A paired-samples t test showed a highly significant gain ($t = -26.15$, $p < .001$), with an extremely large effect size (Cohen's $d = 3.69$). Learners also reported greater confidence and enjoyment in reading, though some continued to require support for difficult words. Overall, the results demonstrate that individualized, multisensory strategies in pull-out sessions can significantly bridge reading gaps and foster positive attitudes toward literacy.

Keywords: *reading intervention, pull-out intervention, reading difficulties, learner confidence, multisensory strategies*

C.H.E.F.: ENHANCING LEARNING OUTCOMES BY INTEGRATING CHEMISTRY, BIOLOGY, AND FOOD PROCESSING IN SENIOR HIGH SCHOOL EDUCATION

Jonah Mae D. Taganas
Majorie Abregana
Mae Saliring
Mambuaya National High School
Southwest 2 District

ABSTRACT

This study examined the effectiveness of the C.H.E.F. (Chemistry, Hands-on Learning, Engaging Biology, and Food Processing Applications) framework in enhancing student learning outcomes through interdisciplinary and experiential teaching. Implemented at Mambuaya National High School with Grade 11 and 12 STEM students, the intervention integrated Chemistry, Biology, and Food Processing concepts using hands-on activities such as gelatin and pickle making. Results revealed significant improvements in students' conceptual understanding, as shown by higher posttest scores in both cycles, with the fermentation-based pickle activity producing the strongest gains. Paired t-test analyses confirmed statistically significant differences between pretest and posttest scores, underscoring the value of linking scientific concepts to real-world applications. Student engagement also increased across affective, behavioral, and cognitive domains, with focus group discussions highlighting enjoyment of activities, better understanding of scientific processes, improved teamwork, and heightened interest in food science applications. While some affective indicators declined slightly in Cycle 2, cognitive engagement continued to rise, demonstrating sustained intellectual involvement. Overall, the findings affirm that interdisciplinary, hands-on approaches not only strengthen conceptual understanding but also foster meaningful engagement, offering valuable insights for enhancing STEM education and technical-vocational pathways in resource-constrained contexts.

Keywords: *Interdisciplinary learning, Chemistry education, Biology education, Food processing, Hands-on learning, STEM education, Practical applications, Learning outcomes, Technical-vocational education*

THE EFFECT OF MATH EQUALIZER GAME-BASED LEARNING ON ARITHMETIC PERFORMANCE OF GRADE 11 LEARNERS

Cristina S. Lazon
Evangeline M. Pailmao-Bagasbas
Ringo Glenn T. Beja
Bulua National High School
West 2 District

ABSTRACT

This study examined the effectiveness of the Math Equalizer board game in enhancing arithmetic performance among Grade 11 learners with number recognition skills ranging from 10 to 99 during the First Semester of School Year 2025–2026. Utilizing a one-group pre-test and post-test design, the intervention was assessed through a 40-item test, open-ended questions, and focus group discussions. Statistical tools such as mean, standard deviation, and t-test were employed to analyze the data. Results showed a satisfactory improvement in learners' arithmetic performance after the first cycle ($\mu = 19.1$; $\sigma = 7.51$) when paired, and consistent performance in the second cycle ($\mu = 22.3$; $\sigma = 8.60$) when played individually. A highly significant improvement was observed after the paired intervention ($t = -3.48$; $p = 0.001$), while no significant difference was found between paired and individual post-test scores ($t = -1.58$; $p = 0.125$). Qualitative feedback revealed that repeated exposure to the game fostered engagement, confidence, and skill development. The findings suggest that the Math Equalizer board game is an effective tool for improving arithmetic skills, emphasizing that consistent practice leads to measurable progress and skill mastery.

Keywords: *Math Equalizer, arithmetic performance, board game, number recognition, Grade 11, educational intervention, repeated practice, skill development*

ENHANCING VISUAL ARTS SKILLS THROUGH MS-ABCS (MAGICAL SYNERGY OF APPROPRIATE BRUSHSTROKES COLLABORATIONS)

Eden C. Acaylar
Phoebe L. Abarquez
Bulua Central School
West 2 District

ABSTRACT

This study explores the interest and visual arts skills of elementary learners, focusing on the effectiveness of MS-ABCs (Magical Synergy of Appropriate Brushstrokes Collaboration) as an intervention to improve both domains. Initial pre-assessments revealed that the participants, sixteen (16) Grade VI pupils during School Year 2024-2025, showed limited capability in producing artworks and low interest in visual arts. To address these challenges, the study employed a mixed-method approach. A survey questionnaire adopted from Ankrah et al. (2023) was used to measure learners' interest in arts, while DepEd Order No. 31, s. 2012 served as the basis for assessing proficiency levels in visual arts. In addition, Focus Group Discussion (FGD) was conducted to gain deeper insights into how the intervention influenced learners' skills and interest. Data from Cycle 1 and Cycle 2 assessments were analyzed using descriptive statistics, while FGD responses were transcribed, themed, and interpreted. Finding revealed that the learners gradually developed stronger interest in visual arts, moving from sometimes to oftentimes engagement. Their skills also improved significantly, with most advancing from the proficient to the advanced level, demonstrating the substantial impact of the month-long intervention. Furthermore, FGD results emphasized that MS-ABCs fostered not only technical skills but also creativity, collaboration, and confidence among participants. In conclusion, the MS-ABCs program proved highly effective in enhancing both the skills and interest of elementary learners in visual arts. It is recommended that school continues and expands the implementation of MS-ABCs to other grade levels to maximize its benefits.

Keywords: *MS-ABCs, visual arts skills and interest, proficiency level*

ENHANCING STUDENTS' MATHEMATICS PERFORMANCE THROUGH PROJECT LEAP (LEARNING ENHANCEMENT THROUGH AUTHENTIC PISA)

Mericris O. Napone
Pedro "Oloy" N Roa SHS
West 2 District

ABSTRACT

This study explored the effectiveness of Project LEAP (Learning Enhancement through Authentic PISA), an intervention created to strengthen students' mathematics performance through PISA-style learning tasks. Fourteen students participated in the program, completing pre- and post-tests to measure their understanding, attitudes, and engagement, along with interviews that gave voice to their learning experiences. Results showed a clear improvement in conceptual and procedural understanding, with scores increasing from 10.14 to 16.35 ($p = 0.0022$), representing a 61% gain. Students' attitudes and engagement already positive from the start remained steady throughout the intervention. However, progress in solving polynomial equation word problems with most students (71.43%) still performing at the "Developing" level. Interviews revealed three recurring themes: students' struggles and barriers, the coping strategies and learning preferences they relied on, and their growing awareness of what support they needed to improve. They rated PISA-like tasks as moderately difficult, especially when asked to solve problems in new or unfamiliar situations. Overall, Project LEAP proved valuable in boosting general mathematical skills while keeping students motivated. The findings highlight the importance of providing more scaffolding for complex topics and using real-world, contextual problems to better prepare Filipino learners for global assessments.

Keywords: *mathematics education, PISA assessment, conceptual understanding, procedural knowledge, student engagement, Philippines education*

ADDRESSING STRUGGLING LEARNERS THROUGH PROJECT THRIVE (TRANSFORMATION, HOLISTIC, RESILIENCE, IDENTITY, VALUES AND EMPOWERMENT)

Mar V. Agot
Virginito A. Perino
Aileen E. Maghuyop
Pedro "Oloy" N RoaSHS
West 2 District

ABSTRACT

This action research employed a purposive sampling method, selecting struggling senior high school learners enrolled in SHARED or modular program. Data collection involved a combination of pre- and post-intervention questionnaires, reflective journals, interviews to measure changes in self-awareness, goal-setting, spiritual development, and environmental responsibility. Quantitative data were analyzed using descriptive statistics, while qualitative data underwent thematic analysis to identify emerging themes related to personal transformation. The implemented activities included self-awareness sessions, goal-setting exercises, spiritual growth activities, and hands-on environmental projects such as landscaping, clean-up drives, and tree planting, complemented by a recognition program to honor student achievements. The results demonstrated notable improvements in learners' self-awareness, motivation, and sense of purpose, alongside increased environmental consciousness and community pride. Participants exhibited greater resilience, responsibility, and emotional well-being, indicating the effectiveness of a holistic, values-based approach in promoting comprehensive student development. The study confirms that integrating reflective practices with environmental engagement activities fosters meaningful personal growth among struggling learners, contributing valuable insights to educational strategies aimed at fostering resilience, identity, and environmental stewardship

Keywords: *self-awareness, goal setting, spiritual development, environmental responsibility*

BERF Research

2025 BRIGHT | BUILDING RESEARCH INNOVATION AND GROWTH FOR HIGHER THINKING



Irish P. Taboclaon
Puerto NHS

Roel R. Lamberte
Puerto NHS



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DepED DEPARTMENT OF EDUCATION

BAGONG PILIPINAS



BASIC EDUCATION RESEARCH AGENDA

Project Mentor in TLE

Project Mentor in TLE Research is an innovation designed to strengthen teaching and learning in Technology and Livelihood Education (TLE) by integrating mentorship, skills development, and research-based strategies. It equips learners with practical competencies, entrepreneurial mindset, and problem-solving skills while supporting teachers in enhancing instructional practices through evidence-based approaches.

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DEPARTMENT OF EDUCATION
Division of Cagayan De Oro City



EMPOWERING TLE TEACHERS THROUGH COMPETENCY MAPPING: BASIS FOR THE DEVELOPMENT OF A LEARNING AND DEVELOPMENT (L&D) INTERVENTION FRAMEWORK

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Quiamco, Mary Rose M.
Bayawa, Angela Mae H.
Tablon National High School

ABSTRACT

The effective delivery of Technology and Livelihood Education (TLE) in the junior high school curriculum requires teachers whose competencies are aligned with national standards and the updated curriculum. However, many TLE teachers face challenges related to specialization, certification, and professional preparation, resulting in gaps between prescribed competencies and classroom practice. This study aimed to map the competency profile of TLE teachers in East II District, Division of Cagayan de Oro City, and to identify competency gaps as a basis for a proposed Learning and Development (L&D) framework anchored on the Department of Education's Human Resource Development (HRD) system under the National Educators Academy of the Philippines (NEAP). Using a descriptive-evaluative research design, data were collected from 35 TLE teachers across six public junior high schools through an online survey administered via Google Forms, supported by documentary analysis. Competency mapping was conducted per strand—Home Economics, Industrial Arts, Information and Communication Technology, and Agri-Fishery Arts—against the new TLE competencies, while professional development needs were prioritized using the Gravity–Urgency–Trend (GUT) Matrix. Results revealed that while teachers demonstrated adequate qualifications and service length, significant gaps were evident in TESDA certifications, strand-aligned specialization, and industry immersion. Competency mapping indicated that Industrial Arts and ICT were the least supported strands due to limited teacher expertise, while Home Economics showed relatively stronger alignment. The GUT analysis prioritized curriculum-aligned strategies and 21st-century skills as high-impact areas, which were categorized into Upskilling, Reskilling, and Reinforcement interventions. The study concludes that competency gaps can be systematically addressed through a data-driven L&D framework aligned with DepEd HRD/NEAP to strengthen TLE instruction and better prepare learners for technical-vocational pathways.

Keywords: *technology and livelihood education, competency mapping, Learning and Development*

THE MANY FACES OF INTELLIGENCE: DEMOGRAPHIC INSIGHTS INTO TVL SENIOR HIGH LEARNERS

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Cabactulan, Elma S.
Aleria, Evelyn C.
Bugo National High School

ABSTRACT

This study investigated the multiple intelligence profiles of Senior High School students enrolled in the Technical-Vocational-Livelihood (TVL) track at Bugo National High School, focusing on how these profiles relate to their TVL strand (Home Economics, Industrial Arts, ICT). Using a quantitative descriptive-correlational design, data were collected from 100 students and analyzed using descriptive statistics, ANOVA, and chi-square tests. Findings revealed that ICT students scored highest in several intelligence domains—particularly interpersonal, intrapersonal, musical, and naturalistic—suggesting strand-specific cognitive strengths. Statistically significant differences were observed in musical ($p=0.031$), interpersonal ($p=0.030$), and naturalistic ($p=0.013$) intelligences. However, no significant differences were found in mathematical, kinesthetic, and overall intelligence distributions across strands, indicating that certain intelligences are not strand-dependent. The study concludes that while TVL strands influence the development of some intelligences, others are uniformly distributed, highlighting the importance of inclusive and cross-disciplinary instructional strategies. Recommendations include integrating intelligence-nurturing activities across all strands, enhancing social-emotional learning, leveraging ICT pedagogies, and conducting further research on instructional impact.

Keywords: *multiple intelligences; TVL strand; strand-specific cognitive strengths; Information and Communication Technology; social-emotional learning*

GRIT AND COOKING CONFIDENCE AS PREDICTORS OF PERCEIVED COOKERY SKILLS AMONG HOME ECONOMICS SENIOR HIGH SCHOOL LEARNERS

Vallecera, Quenee Teresita May T.
Basal, Daphne V.
Vallecera, April Rose T.
Bugo National High School

ABSTRACT

This study examines the role of grit and cooking confidence as predictors of perceived cooking skills among TVL-Home Economics Senior High School students. Employing a total enumeration of 27 students from Bugo National High School, descriptive statistics revealed moderately high levels of grit and cooking confidence alongside varied perceptions of cooking skills. Pearson's correlation coefficients indicated significant positive relationships between grit and cooking skills, as well as between grit and cooking confidence, with stronger associations observed among Grade 12 students, suggesting an increasing influence of grit with advancing grade level. Multiple regression analysis confirmed that grit and cooking confidence together significantly predict students' self-reported cooking abilities. These results underscore grit as a vital non-cognitive factor that, coupled with confidence, fosters skill acquisition and procedural competence in performance-based learning environments such as Home Economics. The findings advocate for differentiated instructional approaches and targeted grit-enhancement interventions to accommodate diverse learner needs and promote sustained engagement and skill mastery.

Keywords: *grit; cooking confidence; cooking skills; differentiated instructional approaches; performance-based learning environments*

THE ROLE OF DIGITAL COMPETENCE IN SHAPING ACADEMIC OUTCOMES IN TECHNOLOGY AND LIVELIHOOD EDUCATION

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ABSTRACT

This study investigated the role of digital competence in shaping academic outcomes in Technology and Livelihood Education (TLE) among 144 Grade 6 pupils from Puerto Elementary School. Specifically, it aimed to determine pupils' level of digital competence, their academic performance in TLE/EPP, and the relationship between these variables. Data were gathered using an adapted digital competence survey and official first-quarter TLE/EPP grades. Descriptive statistics and Spearman's rank-order correlation were employed for analysis. Findings revealed that pupils demonstrated low overall digital competence ($M = 2.29$, $SD = 0.83$). Most domains such as software and hardware use ($M = 2.30$), word processing ($M = 2.46$), and multimedia presentation design ($M = 2.18$) were rated low. Web navigation skills reached a moderate level ($M = 2.61$), while data processing and management emerged as the weakest area ($M = 1.82$). In terms of TLE performance, the majority of pupils (46.5%) obtained a satisfactory rating (80–84), followed by 26.4% who achieved very satisfactory (85–89), and 7.7% who reached outstanding (90–100). Notably, no pupil fell below the minimum standard. Correlation analysis showed a moderate positive and significant relationship between digital competence and TLE/EPP grades ($\rho = 0.44$, $p < .001$), suggesting that higher digital skills are associated with better academic performance. These results highlight the urgent need for contextualized interventions to enhance pupils' productivity-oriented digital skills, along with capacity-building initiatives for teachers to effectively integrate digital tasks into classroom practice. Future studies should adopt longitudinal or experimental designs to test causal effects.

Keywords: *digital competence, academic performance, Technology and Livelihood Education (TLE), elementary education, Grade 6 learners*

KNOWLEDGE, ATTITUDES, AND PRACTICES OF GRADE 6 PUPILS ON SUSTAINABLE PLANT CARE AS INPUT FOR ECO-FRIENDLY SCHOOL GARDENING AND GREENING INITIATIVES

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ABSTRACT

This study examined the knowledge, attitudes, and practices (KAP) of Grade 6 pupils regarding sustainable plant care as input for eco-friendly school gardening initiatives. Using a descriptive–correlational design, data were gathered from a group of participants through a validated KAP questionnaire composed of a knowledge test and Likert-scale surveys on attitudes and practices. Results revealed that pupils demonstrated a generally high level of knowledge in the basics of plant care and application of critical thinking, though gaps were evident in soil management, plant protection, and environmental responsibility. Attitudes toward sustainable plant care were found to be favorable, with particularly strong responses related to environmental protection and stewardship. Practices were also positively observed, with strengths in waste management and garden maintenance, but less consistency in technical tasks such as mulching. Correlation analysis indicated positive associations among knowledge, attitudes, and practices, with attitudes most strongly linked to sustainable behaviors. Regression analysis further showed that attitudes significantly predicted practices. These findings highlight the importance of fostering not only cognitive understanding but also positive dispositions to strengthen eco-friendly practices. The study provides evidence-based insights for enhancing school gardening programs, promoting the role of experiential learning and community partnerships in bridging knowledge–practice gaps and embedding sustainability in the basic education curriculum.

Keywords: *Environmental education, eco-friendly practices, school gardening, Sustainable plant care, pro-environmental behavior*

ENHANCING LEARNERS' PERFORMANCE IN PLANT CARE AND PROPAGATION THROUGH BI-CYCLE IMPLEMENTATION OF SCENARIO AND COMPUTER-BASED SIMULATION GARDENING ACTIVITIES

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ABSTRACT

This action research explored the effectiveness of a Bi-cycle of scenario and simulation-based gardening activities in enhancing learners' performance in plant care and propagation. A total of 34 students participated in the intervention, which employed experiential and guided strategies across two implementation cycles. Pretest results revealed that most learners were at the Developing level, indicating fragmented knowledge and insufficient mastery of gardening concepts and practices. Common difficulties were observed in composting, soil and seed management, plant propagation techniques, and plant care, particularly in areas requiring technical precision. Adjustments were introduced after Cycle I, including smaller groupings, structured pacing, and step-by-step teacher demonstrations to enhance comprehension and participation. Posttest results from Cycle II showed significant improvement, with nearly half of learners achieving Proficient performance, while others advanced to Advanced and Exemplary levels. Statistical analysis using the Wilcoxon Signed-Rank Test confirmed a significant difference between pretest and posttest scores ($W = 0.00$, $p < .001$), validating the positive impact of the intervention. These findings affirm the value of iterative, simulation-based strategies in technical-vocational education, supporting both learner engagement and sustainable skill development.

Keywords: *Plant care; Propagation; Scenario-based learning, Simulation-based learning; Experiential education; Technical-vocational instruction*

DESIGNING A COMPETENCY-BASED IMPROVEMENT FRAMEWORK (CBIF) FOR ELECTRICAL INSTALLATION AND MAINTENANCE (EIM) TO ENHANCE TESDA ASSESSMENT OUTCOMES

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ABSTRACT

Technical-vocational education and training (TVET) in the Philippines is envisioned to equip learners with industry-relevant skills through the Senior High School (SHS) Technical-Vocational-Livelihood (TVL) track. However, certification outcomes in programs such as Electrical Installation and Maintenance (EIM) remain inconsistent, limiting employability and workforce readiness. This study examined the TESDA assessment performance of three cohorts of EIM learners at Tablon National High School (2022–2025) and developed a Competency-Based Improvement Framework (CBIF) to address persistent challenges. Using a mixed-methods design, the study analyzed enrollment and passing rates alongside learner-related and institutional factors and conducted focus group discussions (FGDs) to generate thematic insights. Findings revealed gradually improving performance across cohorts, yet shortages of tools, uneven access to simulations, and logistical constraints continued to hinder outcomes. Learner-related factors such as academic preparation, socio-economic vulnerabilities, and test anxiety also shaped assessment readiness. The CBIF synthesized these insights into a structured framework consisting of two domains: institutional factors (tools, facilities, industry linkages, teacher development, and school support) and learner-related factors (academic preparation, participation, socio-economic background, and confidence). Beyond serving as an instructional guide, the framework holds significant value as a school-level governance tool. It provides a systematic basis for planning, resource allocation, teacher development, and partnership building, ensuring that interventions are not ad hoc but strategically aligned with TESDA standards. More importantly, the CBIF has the potential to inform division-wide and regional initiatives, offering DepEd Schools Division Offices and regional offices a model for benchmarking, policy alignment, and capacity-building across multiple schools. At the national level, it can serve as an evidence-based contribution to strengthening the SHS TVL track and enhancing TESDA certification performance.

Keywords: *competency-based improvement framework, TESDA assessment outcomes, electrical installation and maintenance (EIM), Technology and Livelihood Education, competency mapping, Learning and Development*

EMPOWERING STUDENTS' VOICES: FACTORS INFLUENCING ORAL RECITATION PARTICIPATION IN TLE AMONG GRADE 7 STUDENTS DEVELOPMENT

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ABSTRACT

This study examined factors influencing oral recitation participation among Grade 7 Technology and Livelihood Education (TLE) students at Puerto National High School, Cagayan de Oro. Using stratified random sampling, 244 learners completed adapted scales on self-confidence, classroom environment, peer influence, and oral participation. Descriptives indicated generally moderate levels across constructs. Pearson correlations showed that self-confidence ($r = .23$, $p < .001$) and peer influence ($r = .24$, $p < .001$) were positively associated with oral participation, whereas classroom environment was negatively associated ($r = -.21$, $p < .001$). Multiple regression (adjusted $R^2 = .25$, $F[3, 240] = 27.80$, $p < .001$) identified self-confidence ($B = 0.51$, $p < .001$) and peer influence ($B = 0.59$, $p < .001$) as significant positive predictors, and classroom environment ($B = -0.54$, $p < .001$) as a significant negative predictor. Results suggest that participation can be strengthened through targeted confidence-building, peer-supported activities, and student-centered classroom practices that lower anxiety and expand opportunities to speak. Findings inform instructional design and school-level supports aimed at amplifying students' voices in TLE.

Keywords: *Classroom environment; Grade 7; Oral recitation; Peer influence; Philippines; Self-confidence; Technology and Livelihood Education*

LEVERAGING INTERACTIVE ONLINE GAMES: CAN IT ENHANCE STUDENTS' ENGAGEMENT IN TECHNOLOGY AND LIVELIHOOD EDUCATION?

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ABSTRACT

This study examined the effectiveness of integrating interactive online games into TLE instruction for Grade 8 students under the MATATAG Curriculum, focusing on their engagement, performance, and learning perceptions. Using a mixed-methods action research design, data were gathered through pre- and post-tests, classroom observations, surveys, and interviews. Findings revealed that prior to the intervention, students held a neutral stance toward the role of online games, often showing passive participation, lack of materials, and mixed emotions toward learning. After the intervention, students expressed strong positive perceptions, noting that online games increased their motivation, participation, and collaboration with peers. Quantitative analysis showed a significant difference in students' engagement between pre- and post-tests, confirming that interactive online games substantially enhanced both motivation and participation. Qualitative findings highlighted three dominant post-intervention themes: Boost Interest and Excitement, Fun and Engaging Type of Learning, and Motivated to Be on Top. The results suggest that gamified learning strategies can effectively strengthen intrinsic motivation and foster active classroom engagement. It is recommended that future research will explore the long-term impacts of online games on academic performance, knowledge retention, and learner's behavior.

Keywords: *Interactive Online Games, Students Participation, Students Motivation*

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