



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Schools Division of Negros Oriental

Office of the Schools Division Superintendent

07 JUN 2023

DIVISION MEMORANDUM

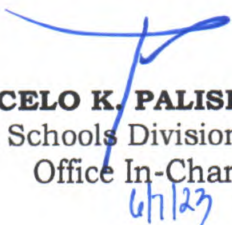
No. **405**, s. 2023

BERF 2022 ACTION RESEARCH RESULTS' DISSEMINATION

To: OIC - Assistant Schools Division Superintendents
Chiefs, SGOD and CID
PSDSs/DICs/Care Takers
Schools Division Research Committee
BERF Grantees
All Others Concerned

1. Relative to herewith attached Regional Memorandum No. 0337, s. 2023, this Office through the SGOD Planning & Research Section disseminates the **Action Research Results and Recommendations under the Basic Education Research Fund (BERF) 2022 Program** to the concerned Districts and Schools where the approved education studies were conducted.
2. For questions and clarifications, please contact the SEPS for Planning and Research through dae.habalo@deped.gov.ph.
3. Immediate and wide dissemination of this Memorandum is desired.

By Authority of the Schools Division Superintendent:


MARCELO K. PALISPIS, EdD, JD
Assistant Schools Division Superintendent
Office In-Charge

NCO/ JMA-MKP/SGOD/ RBB/dph
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Republic of the Philippines
Department of Education
REGION VII - CENTRAL VISAYAS

Office of the Regional Director

MAY 26 2023


REGIONAL MEMORANDUM

No. **0337**, s.2023

BERF 2022 ACTION RESEARCH RESULTS' DISSEMINATION

To: **Schools Division Superintendents**
All Others Concerned

1. Pursuant to DepEd Order No. 16, s.2017, "Research Management Guidelines", this Office through the Policy, Planning, and Research Division hereby disseminates the **Action Research Results and Recommendations under the Basic Education Research Fund (BERF) 2022 Program** to the counterpart SDOs of DepEd Region VII where the approved education studies were conducted.
2. Moreover, the Regional Research Committee (RRC) encourages the dissemination and utilization of these research results in various settings across governance levels, specifically the education leaders as well as the teaching and non-teaching personnel to analyze, consider, and incorporate these results in their respective practices especially in achieving learning outcomes, improving teaching-learning, and strengthening governance processes.
3. Subsequently, these research-based findings and evidences should be heavily used in the development of interventions, crafting of innovations, and formulation of programs and projects, to mention few teaching and learning strategies in addition to the wide dissemination of these research results through the existing mechanisms such as Learning Action Cells (LACs), In-Service Training (INSET), School Report Card, and School Governing Council (SGC) among others.
4. For details, see Enclosure A attached herewith. For related queries, all concerned may contact the Policy, Planning, and Research Division (PPRD) loc. 734 or email us at pprd.ro7@deped.gov.ph.
5. Immediate and wide dissemination of this memorandum is directed.


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DIVISION	RESEARCH TITLE	RESEARCHERS/ PROPONENTS	AIMS, STRATEGIES, AND RESEARCH METHODOLOGIES	MAJOR FINDINGS (RESULTS & RECOMMENDATIONS)
BAIS CITY	Story Telling for Immersive Reading (STIR): Bridging Reading Gaps for Grade 2 Pupils	Desiree Ann L. Gablines	<p>Reading has been one of the perennial problems of the education sector up to the present. Despite remedial reading activities, reading gaps continued to be an issue, which led to the conceptualization of this study. The reading materials employed during remediation are not appropriate given the context of the pupils, based on the researcher's findings in identifying the root causes of the issue. This study aimed to bridge reading gaps of Grade 2 pupils focusing on the eighteen (18) identified nonreaders of Cambagahan Elementary School. Pre-experimental design was utilized in the study while the statistical tools used to analyze the results were percentage and frequency. Also, the Early Grade Reading Assessment (EGRA) tool was used in determining the participants of this study. During the conduct of STIR which was employed to carry out the objective of employing contextualized reading materials, division-produced storybooks were utilized.</p>	<p>The study resulted in the effectiveness of the strategy employed. After the strategy was put into practice, the number of struggling readers has been reduced from 18 to 5 which was considered a significant outcome. It is therefore recommended for schools to work more on providing contextualized reading materials and encourage teachers to utilize these in the instructional process. By doing so, it is perceived that there will be fewer non-readers, struggling readers, and frustrated readers.</p>
	Flipped Classroom Instruction for Learning Loss in Science 10	Maria Trinidad V. Uy Mary Joy P. Piella Avegail C. Sanoy	<p>Adequate instructional time is vital for teachers to accomplish the learning competencies set by the curricular standards. Insufficient time in class may result in learning loss and long-term consequences as students do not fully engage with the material. This study aimed to explore the effectiveness of the flipped classroom instructional model in addressing the learning loss among 49 Grade 10 Students in Science 10 at Bais City National Science High School for SY 2022-2023. To determine the class performance and feedback from the students, a mixed-method approach combining experimental method and qualitative interviews was utilized.</p>	<p>Results showed a significant increase of 37.69% in the percentage difference between pre and post-test scores. The post-test also yielded a class performance of 82.91%, indicating that the students met the standard. Survey data revealed that the availability of course materials online enabled students to study and review the material in advance, facilitating comprehension and promoting independent critical thinking skills. However, the study also identified areas for improvement, particularly in the design of text-based materials and corresponding questions to address the complexity of the lessons and online accessibility. Students also expressed the need for motivational support, including words of encouragement, to help them succeed in the flipped classroom instruction. In conclusion, the flipped classroom instructional model appears to have a positive impact on the learning and performance of Science 10 students. Further improvements in the design of course materials and necessary learning support for students may optimize more the effectiveness of this teaching approach.</p>
	Integrated Thematic Assessment: An Approach to Minimize Students' Performance Tasks	Carmelo A. Jamito, Jr. Gynwine T. Alabata Lourdes Irene J. Dacillo	<p>The thematic teaching approach is a strategy that links various subjects together through a central theme, making learning more integrated and relevant. The objective of this research is to assess the impact of this approach on reducing students' workload and improving their academic performance. The study was conducted among Grade 7 Students of Bais City National Science High School (BCNSHS) during the first quarter. In the past, it has been observed that students struggle to complete assignments in different subjects on time, negatively impacting their overall performance. Data collected from the implementation of a thematic assessment using an AB design was analyzed using percentage and weighted mean.</p>	<p>With the implementation of thematic performance tasks, the percentage of students who submitted their outputs on time increased from 86% to 99%. Furthermore, data collected from the Focused Group Discussion (FGD) was examined using content analysis to identify themes related to the research questions. Themes were interconnected, and it could be gleaned from analyzing the data that thematic performance tasks reduced the academic burden of Grade 7 Students since they were able to submit their outputs on or before the scheduled date. It is therefore recommended for schools to adopt this approach for implementation and further enhance its features to optimize evaluation results.</p>

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BAYAWAN CITY	Mission FITA (Feedbacking in Timely Approach): An Intervention to Improve Teachers' Feedbacking Skills	<p>Karla Jane F. Bangaysiso</p> <p>Lobelle P. Deloso</p>	<p>This study aimed to improve the feedbacking skills of teachers in Pagatban High School (PHS) during the SY 2022-2023. This is anchored on the Individual Developmental Plan (IDP) of the eight (8) teachers who were the participants of this study. With Mission FITA, it is envisioned that their need to enhance timely feedbacking skills will be addressed. To start the project, the researchers conducted an orientation on the proposed intervention, followed by a Learning Action Cell (LAC) Session on a training to improve teachers' feedbacking skills and then participants were given a questionnaire which enabled them to identify and write target tasks of the week using a technique called Promodoro. Eight weekly responses of the participants were recorded, transcribed, and analyzed.</p>	<p>Findings of the study revealed that teacher factors (manner of giving constructive feedback, inadequate time to give feedback, teaching preparations, and classroom management) and student factors (diversity of learners and students' behavior toward learning) were the challenges faced by the teacher-participants in giving timely feedback to students. Moreover, teacher-participants stressed that the intervention was effective and helpful. With Mission FITA, they received higher ratings in the first quarter of the individual performance evaluation for the academic SY 2022-2023. Therefore, the application of the Promodoro Technique is indeed helpful in providing timely feedback to the students since teachers can perform more tasks which includes among others providing the necessary feedback needed by the students to improve learning.</p>
	Parents-Teachers-Learners Collaboration (PTLC): A Strategy for a Doable Alternative Instruction in English 9	<p>Immaculate B. Tadena</p> <p>Rutchell P. Belnas</p> <p>Rizaldy D. Pepito</p>	<p>Parents-Teachers-Learners Collaboration (PTLC) is an alternative instruction. It is a strategy for a doable instruction for Grade 9 English Students during the second quarter of SY 2022-2023 in Bayawan National High School. This study aimed to ensure the quality of basic education which has become more challenging to public schools since the onset of the COVID-19 pandemic. The researchers employed a qualitative descriptive approach as the research method, using thematic analysis with 11 students as participants.</p>	<p>The study reflected on the distribution of modules with the use of PTLC and revealed an increase in completion. It also revealed a positive response as it perceived a balancing responsibility of the parents and the motivation of the students. With the guidance of the parents, and teachers orienting them about the modules, the students submitted with almost complete answers in all the activities in the learning modules. Other subjects may use this intervention for their modular class instruction.</p>
	Project Action Research in Cultivating Outcomes-Based Norms (ARCON)	<p>Earl Jude Francis T. Awing</p> <p>Cherryl May A. Hongcuay</p> <p>Curtis V. Calumpang</p>	<p>Project ARCON (Action Research in Cultivating Outcomes-based Norms) is an innovation to strengthen the researchers' knowledge and to foster action research culture. It includes a series of trainings, workshops, and technical assistance to teachers from writing of their action research proposals to the presentation and dissemination of their research results. The innovation was conducted to Grades 7 to 10 teachers of Bayawan National High School-Junior High School, DepEd-Bayawan City Division, with the aim of increasing the number of research from one to eight. An action research design was employed utilizing the mixed method approach with frequency, percentage, and weighted mean in analyzing quantitative data and supported by qualitative data through thematic analysis.</p>	<p>The findings indicated that 9 or 50% of the group researchers submitted their complete research paper. After the needs assessment (TCAR), it was found out that "Selecting Topic for Professional Growth" has the highest weighted mean while "Analyzing and Presenting Action Research Data" was the lowest among the indicators. The results showed an increase in the researcher's knowledge and that through the implementation of Project ARCON, many groups of researchers submitted their complete action research paper. Moreover, during FGD, they suggested for more training activities to better understand research not only for professional enhancement but also for student development while other participants disclosed the difficulties they encountered while the rest expressed gratitude for the implementation of Project ARCON.</p>

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BOGO CITY	Digital Infographics: A MELC-based Electronic Supplementary Learning Material for Philippine Politics and Governance	Rommel A. Tio	Many students have difficulty learning and retaining social concepts and phenomena when only given access to content that is text based. This study was coined based on the performance of the students in the individual formative assessment on the most essential learning competencies in the first quarter, for SY 2022-2023 in City of Bogo Senior High School. This action research's major goal is to find out how digital infographics as supplementary learning material affect the students' academic performance. The researcher utilized purposive sampling and employed pre-experimental approach to the 149 students who took part in the study. The results of the individual formative assessment were used as baseline to determine the least learned competencies and identify the low performing students. An intervention was introduced through the utilization of digital infographics as a learning material. A different but parallel assessment was conducted after the intervention and analyzed through descriptive analysis method.	The findings of the study revealed that digital infographics optimized the academic performance of the students in Philippine Politics and Governance. It further concluded that students easily absorb and comprehend complex information when presented with visual data or infographics. This implied that the combination of words and images has a positive effect on the students. Thus, the findings of the study depicted that teaching with infographics gave students the ability to analyze visual information and gave them a more comprehensive and deeper understanding of the complex social and political theories and concepts.
	Implementation of Project "Touch Me Not" in the Resumption of Face-to-Face Classes	Junlee N. Maldo Elpritz V. Sarsalejo Paul Anthony C. Comendador	The COVID-19 virus continues to threaten the health and well-being of everyone, especially the education stakeholders. Schools were urged to initiate strategies and methods to prevent the spread of the virus when in-person instruction resumes. This study assessed the implementation of "Project Touch Me Not" in the resumption of face-to-face classes of Binabag Elementary School in the light of preventing the spread of COVID-19. The study employed an action research design utilizing the Analyze, Design, Develop, Implement, and Evaluate (ADDIE) model which shows the systematic activities of how the project was structured as supplemented with the use of adapted and modified questionnaire to determine the participants' perspectives on the extent of the implementation of the project.	Results showed that respondents strongly agreed that the project was implemented efficiently. It was also revealed that since the utilization of the Project "Touch Me Not", the school tallied zero case of COVID-19 among the learners, teaching, and non-teaching personnel. Since the project encouraged a no-touch attendance system, it was concluded that this helps to minimize physical contact during attendance check, aids easier and faster transaction especially in the triage area of the school promoting social distancing. Thus, the findings of this research depicted that Project "Touch Me Not" contributed to preventing the spread of the virus and in promoting the safety and well-being of every school stakeholder.
	Utilizing Digitized Top-Down Strategy in the Implementation of Individual Development Plan (IDP) of Teachers	Christine A. Paquibot Jan Axel L. Cortes Nenet A. Terol	Individual development for teachers is a process of ongoing professional growth and learning that supports the improvement of their knowledge, skills, and effectiveness in the classroom. It is a form of personalized professional development that focuses on the unique needs and goals of individual teachers. This study examined the use of a digitized top-down strategy to implement individual development plans with a focus on the 40 school heads of the City of Bogo Division for the S.Y. 2022-2023. This study used descriptive action research design utilizing descriptive analysis approach. The Individual Development Plan (IDP) of teachers utilizing digitized top-down strategy were compared and reflected on the data from the IPCRF and selected the most common need among all the teachers in the division, conducted research survey to school heads, and considered the direct opinion of teachers through their self-assessment. Through self-evaluation, they were able to take the time to think, note, and synthesize what they have learned and apply it to making actual improvements in their lives.	Utilizing this strategy helps to improve their teaching abilities and in implementing it into their classroom activities to raise the standard of the teaching-learning process. The Human Resource Development Section (HRDS) assessed all of these needs in order to create a seminar/training/workshop as an intervention for teachers' needs and so that the school heads could be guided also in determining the needs of their teachers not solely basing it on their IPCRF. Therefore, the top-down strategy should be institutionalized to effectively implement the IDP.

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BOHOL	Chatbot Learning Integration: Learners' Academic Performance Enhancement Tool	 Ronald Rey S. Resabal	<p>Technology and learning integration is very crucial in the 21st century education. Enhancing the academic performance of forty (40) students in Empowerment Technology in Tubigon West Central High School was the main goal of this study. Data were collected in a variety of ways throughout this action research project. Since the tool is self-paced, students have the luxury of time to review and learn. Purposive sampling was used in the study to determine the participants. Pre-test and posttest were also done to check the students' performance. Simple descriptive statistics was used in the study like percentage and mean.</p>	<p>Results revealed that the Quarterly Report on Assessment (QRA) of the students increased significantly after the implementation of the said intervention. Based on the results, from forty (40) students who got a grade of 75-79% or fairly satisfactory level after utilizing the enhancement tool, no student got 75-79% but most of them got the grade of 85-89% or very satisfactory or thirty-one (31) equivalent to 78% of the participants. With this result, the chatbot learning integration tool was effective in enhancing the academic performance of Grade 11 students taking up Empowerment Technology. This result made the researcher realized that integrating technology with learning has an impact on the students and therefore recommended its utilization with other learning areas as an enhancement tool.</p>
	Strategic Task-Based Affirmative Reinforcement (Star): Pupils' Beginning Reading Advancement Technique	Aubrey Marie P. Bumotad Rosalinda S. Larican Loreta R. Caga-anan	<p>This study aimed to determine the improvement in the beginning reading performance of Grade I Pupils of Mayuga Elementary School using the Strategic Task-Based Affirmative Reinforcement (STAR) technique for the SY 2021-2022. It specifically determined the pupils' beginning reading performance before and after the implementation of the intervention and showed improvement in the pupils' beginning reading performance after the intervention implementation. The study employed an action research design, utilizing the Early Grade Reading Assessment (EGRA) given by DepEd Bohol as a tool to determine the beginning reading performance of the eighteen (18) Grade I pupils.</p>	<p>It was revealed that during the pre-implementation stage, there were sixteen (16) nonreaders out of eighteen (18) Grade I Pupils. On post-implementation, there were thirteen (13) considered readers and three (3) nonreaders. This implies that there is an improvement in the pupils' beginning reading performance using the STAR technique. It is concluded that pupils learn best if awards and tokens are given after they complete the learning task or activity. It is strongly recommended that the school heads conduct a LAC session for the teachers on how to use the STAR technique effectively. Teachers should incorporate rewards and tokens into teaching beginning reading to motivate pupils to perform better in reading, particularly those struggling readers.</p>
	Peer-Led Team Learning: Research Productivity and Competence Enhancement Strategy	Amelia L. Cortidor Julius J. Igot Restilou Q. Artiaga	<p>This study aimed to determine the effectiveness of Peer-Led Team Learning (PLTL) in enhancing the research competence of teachers. Purposive sampling technique was also used to select the 110 teacher-participants. Pre-experimental research design was utilized. Statistical treatment which include frequencies, percentage, and weighted mean were employed to determine research productivity and teachers' competence.</p>	<p>Results revealed that there were more than 98% (108) out of 110 teacher-participants who had successfully completed their studies, teachers possess a high level of competence in action research (AR). Competence about context and rationale (60.91%), proposed innovation, intervention, strategy (67.27%), action research questions (56.36%), action research methods (60.00%), results and discussion (54.55%), and work plan (64.55%) are all in a high level. There were about 44.54% (49) out of 110 teacher-participants who were in moderate level and almost 2% still in low level of AR competence. The best indicator and the most concrete manifestation that the teachers are capable and competent in writing and conducting AR is the research output itself. Completed AR output is a positive determinant of the teachers' knowledge and skills in action research. Likewise, PLTL is an effective strategy in enhancing teachers' competence in AR. Recommended that (1) AR competency-enhancement training through Action Research Kumustahan, Assessment and Technical Assistance (AR-KATA) program be conducted in schools; (2) District-organized and school-based research activities utilizing PLTL strategy be implemented and sustained; and (3) Seminars, training and development research work-related experiences and accomplishments of the teachers be included as one of the criteria in selecting and hiring of teachers.</p>

DIVISION	RESEARCH TITLE	RESEARCHERS/ PROPONENTS	AIMS, STRATEGIES, AND RESEARCH METHODOLOGIES	MAJOR FINDINGS (RESULTS & RECOMMENDATIONS)
CARCAR CITY	12:40 p.m. Strategies in Addressing Learning Gaps among Grade 6 Pupils	Maritoni G. Baldespinosa Ana Mae V. Almento	Due to the widened learning gaps showed both in the diagnostic test and Philippine Informal Reading Inventory (Phil-IRI) results of the Grade 6 pupils of Canal Elementary School, this action research was conducted in order to develop more effective strategies to solve the learners' performance issues. In specific, the study made use of 12:40 p.m. strategies which is composed of a reading activity coupled with a singing strategy. It aimed to encourage the pupils to participate enjoyably in the reading process rather than always presenting a story that may bore them. This also utilized the Concrete-Representational-Abstract (CRA) approach which promotes concept rather than using the abstract way immediately in teaching Mathematics in the elementary level. This is also an experimental study for it measured the effectiveness of 12:40 p.m. strategies.	The intervention, of 12:40 p.m. strategies helped to address Canal Elementary School grade six learners learning gap. Learners' literacy and numeracy skills were improved using the of 12:40 p.m. strategies. The findings, conclusion and recommendations of the study showed the significance of employing 12:40 PM strategies from kindergarten to grade 6. This must be done regularly for the whole school year to come up with more effective results.
	Thinkathon: A Strategy in Teaching Mathematics	Ma. Daisy P. Pacatan Xela Efrena V. Sator	This study assessed the effectiveness of thinkathon strategy in addressing the learning gaps in Mathematics 6 through the scores of the participants in pre-test and posttest with their weekly test during the observation period. There were 7 pupils who are considered as struggling learners for SY 2021-2022 of Carataan Elementary School, Carcar City, Cebu and were the participants of this study. Simple percentage analysis was being used in this study to interpret results statistically. The research instruments were the thinkathon trivia cards, weekly observation tool, and their test results.	This study revealed that there was a significant increased on the participants' performance as manifested in the pre-test and the post test scores and of their weekly progress results. This result further implied that the implementation of thinkathon strategy was proven effective. Thus, it is recommended to continue doing the strategy as a research-based intervention in addressing the learning gaps in Mathematics for all grade levels. Further, an intervention plan was proposed as the final output of the study to strengthen the implementation of this above stated strategy.
	Strategic Research Outcome Monitoring System of Carcar City Division	Rommel W. Otero Charlyn C. Satira Xela Efrena V. Sator	This study evaluated the monitoring process of DepEd-Carcar City Division in determining the impact of the utilized research outputs in the classrooms. Based on the regular operations of the Planning and Research (P&R) Unit relative to the research development and its related activities, this action research introduced, implemented, and evaluated the innovative system called strategic ROMS (Research Outcome Monitoring System). The proposed system was expected to strengthen the monitoring and evaluation of the action research utilization's progress with its implementation and its impact to the learners' performance and other areas in the teaching and learning processes. Participants of the study were the P&R Unit personnel and selected researchers among the 49 schools of Carcar City Division. Data were gathered through an interview using the researchers made guide questions and document review on the existing files and records in the office. A qualitative data analysis was employed and a Context, Input, Process, and Product (CIPP) Model was adopted for the overall system's input-process-output evaluation.	The study revealed that in the implementation of the strategic ROMS in dealing with the data/information with respect to the research development and related activities in the P&R Unit, could tell relevant and factual stories about the impact and outcome of the utilized research output and other implemented research-based programs and projects. As the final output of the study, a research output implementation monitoring & evaluation framework was designed.

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CEBU CITY	Optimizing Academic Performance of Grade 8 Students in Science through Differentiated Instruction	Cyril Mae M. Añana	<p>To cope with the need to optimize the academic performance of the Grade 8 Science Students in Abellana National School-Junior High School, this study was conducted to introduce the differentiated instruction strategy. Using the result of the first quarter grade and the least mastered skill, the study analyzed the students' academic performance in Science. Students with a grade of 75 were identified and took a test on Learning Style Preference of Honey and Mumford (2000). The dominant learning style preference was used in this research which was the result in the test. The data were further used as the basis for the conduct of differentiated instruction as the strategy of the intervention in the first quarter. A descriptive-analysis design was also employed to determine whether the differentiated instruction strategy was effective. Using the statistical techniques on central tendency, specifically the mean score of the pretest and post-test, item analysis, and frequency count, the obtained data were analyzed and interpreted. There were 15 participants with same learning style who took the intervention.</p>	<p>Findings showed that there was large increased in the score of the post-test from the score in the pretest as well as the mastery level in the competencies. It is therefore recommended that differentiated instruction should be used as an intervention strategy to Grade 8 students in Science to optimize their academic performance.</p>
	Optimizing Competency in Grammar of Grade 9 Students: A Jigsaw Strategy	Evelyn D. Andrino	<p>This study aimed to optimize the grammar competency of Grade 9 students through a jigsaw strategy. It intends to discover the effectiveness of jigsaw strategy as an intervention to address the poor grammar competence of the students. The researcher adopted the pre-experimental approach and selected a single group composed of 20 students who are low performing based on their quarterly assessment in the first quarter at Abellana National School in Cebu City, Philippines that was observed after treatment was applied to cause change. Jigsaw technique was used as the proposed strategy with the experimental group in SY 2022-2023. The researcher designed a pre/post-test with thirty (30) items having two competencies on grammar lessons that were least mastered by the students. The data were treated statistically and analyzed using measures of central tendency which includes the mean, standard deviation, median, and mode to determine the difference between the mean scores of the pre-test and post-test.</p>	<p>The findings revealed that a greater number of students got above average based on the mean score as compared to the number of students who got below average or the mean score. Therefore, the experimental group's post-test grammar performance has a learning improvement in all competencies. Considering those findings, the utilization of Jigsaw strategy as an intervention was effective. The study recommended to use the jigsaw strategy in promoting a variety of procedures, enhancing the Philippine curriculum, conducting workshops for the teachers, and incorporating the strategy in all subject areas.</p>

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CEBU PROVINCE	Flash Class: A Five-minute Video Lesson Support to Grade 5 Mathematics	Marlowe S. Revolteado	<p>This action research dubbed as "Flash Class" was conceptualized to develop short-recorded video lessons in Mathematics as intervention to address the post-pandemic learning gaps. Apparently, the low performance of the pupils in various standard assessments conducted by the Department of Education (DepEd) in the recent school year suggested the need for interventions to help the pupils cope with the skills expected in their current levels. This research aimed to improve the performance of selected grade 5 pupils of Calajo-an Elementary School for SY 2022-2023, upon the utilization of the supplemental videos. The intervention was designed to provide easy-to-interpret lectures useful in the accomplishment of distance learning tools; as supplemental discussion for in-person classes; or as home-based study tool where the pupils can take their own pace of learning by replaying the video until the desired skill is obtained. Descriptive analysis was employed through data comparison between the baseline data (quarter 1 summative assessment performance) and endline data (Quarter 2 summative assessment performance) upon the utilization of the intervention.</p>	<p>Upon the completion of the first trial, the performance of the participating pupils has improved significantly. It was also seen that these pupils had become more active and confident in class during the span of the trial. Hence, the research has proved that the pupils are remarkably capable of catching up if given the right intervention. However, considering the progress of technology and access issues of the users, certain modifications can still be done to make the intervention conveniently available to all.</p> <p>The increment in the pupils' achievement level in the two independent assessments quantitatively proves that parent support contributes to the learner's attitude towards their studies. Alongside, the qualitative results revealed a significant improvement in the pupils' study habits after their parents underwent the Agak-Anak capacity-building activity and monitoring. Therefore, Agak-Anak has addressed the emerging problems of learning gaps after the pandemic. The result of this study supports and substantiates the following recommendations: (1) Agak-Anak should be considered by teachers as a strategy to improve the delivery of instruction; (2) Agak-Anak primer to be distributed to all parents; (3) modification and enhancement of this strategy by education experts to optimize its value; and (4) Agak-Anak should be disseminated to the school district to widen its utilization.</p>
	Agak-Anak: A Strategy in Optimizing Grade Four Pupils' Academic Performance	Gifsy R. Castro	<p>Knowing the positive impact of parent engagement in the academic development of learners, this study explores on Agak-Anak, an intervention through capacity building guided by a researcher-made primer, as leverage for parent engagement in optimizing the academic performance of Grade 4 pupils. This explanatory sequential mixed methods action research involved 16 parents of identified Grade 4 pupils in Altavista Elementary School who did not meet the expected targets of the learning competencies. Primary data sources were academic records, and secondary data sources were SMEA results, attendance sheets, and minutes of meetings. Primary data were tabulated and presented in graphs, while qualitative data gathered were sorted according to themes and analyzed using Braun and Clarke's thematic analysis approach. The two strands of data that surfaced in this study are corroboratory.</p>	

DIVISION	RESEARCH TITLE	RESEARCHERS/ PROPONENTS	AIMS, STRATEGIES, AND RESEARCH METHODOLOGIES	MAJOR FINDINGS (RESULTS & RECOMMENDATIONS)
CITY OF NAGA	Cross Age Teaching Technique to Improve Academic Performance of Grade 8 Students in English	Jessica E. Naparate Evangeline C. Repunte	Mastering the most essential learning competencies among junior high school students is a big challenge in the Philippines during the COVID-19 pandemic. In order to become responsive to the demands of the new normal, this action research proposed a cross-age teaching technique to help the Grade 8 students improve their academic performance in English at Tuyan National High School. Cross-age teaching intervention technique is a cooperative learning method wherein in this instructional setting, students were outside the classroom but can still meet in small group at Purok Centers. It occurred when one shared his/her skills and knowledge with persons who are either younger or older than him/her. There were 5 participants in the conduct of cross-age teaching intervention technique, two Grade 8 students acted as tutees to one Grade 9 and two Grade 10 students. The Grade 9 and 10 students acted as tutors to Grade 8 students in English. Cross-age teaching intervention sessions were scheduled with adult supervision, and that there were both parent and community involvement in the out-of-school learning experience. As part of the lesson planning, self-learning modules previously distributed were reproduced for the students. Most essential learning competencies were highlighted in the materials. The data were gathered through teacher-made pre-test and post-test scores of the Grade 8 students in English and were analyzed using frequency and score percentage.	Based on the results of this study, the researchers recommended that cross-age teaching technique be used as an instructional intervention in improving the academic performance of the students in English.
	Collaborative Learning Packet For Grade 12 Practical Research 2	Hyacinth A. Veliganio Jenieby B. Perona	This descriptive normative research determined and analyzed the effectiveness of the Collaborative Learning Packet in teaching Practical Research 2 to selected Grade 12 Technical-Vocational-Livelihood (TVL) track students. Specifically, this study aims to identify the performance of the students in differentiating variables and their uses using the intervention. The research study was conducted for one week where twenty students used the collaborative learning packet and another twenty students used the independent learning packet or the self-learning modules. Both groups had the same lesson and discussion, but they differed on the conduct of the activities. A summative test was administered and was answered individually by the students in the two groups. Moreover, the researchers also identified students' attitude towards the implementation of the module using the adapted questionnaire from Grimsby Institute. Using the purposive sampling technique, performance of the selected Grade 12 TVL students in the summative test was analyzed for the purpose of the study.	Findings revealed that students demonstrated a poor performance in differentiating variables and their uses; thus, using collaborative learning activities was not effective in this study. Students' attitude towards the learning packet was also determined. However, students agreed that the module helped them improve their skill in differentiating the variables and their uses.
	Students' Aid in Learning Reading (SAL-R): A Reading Intervention Material for Grade 7 Students	Lorie Lee P. Aliganga Emil Vincent V. Ubas Ada G. Dayondon	This study aimed to develop a reading intervention material for learners who experienced reading comprehension difficulties. The development of SAL-R was prompted by the need to address the learning gaps brought about by the pandemic, particularly the increased learning loss. Thus, the purpose of this research was to improve the reading skills of Grade 7 Students and mitigate the impact of the pandemic on their education. The study was administered to 71 Grade 7 Students from Naga National High School, City of Naga, Cebu, and data were collected before and after the intervention. The study employed an explanatory sequential research design, which consisted of quantitative research using the pre-experimental one-group pretest-posttest design, followed by qualitative research through unstructured interviews. To assess the effectiveness of SAL-R, the pre-test and post-test scores were analyzed using ANOVA Two-Way Analysis to assess whether there is a significant difference between the pretest and posttest scores and ANOVA Two-Way with Interaction to evaluate whether the level of difficulty could affect the scores of the students prior to and during the utilization of the intervention material while the data obtained from the unstructured interviews were analyzed using thematic analysis to determine the perceptions of both teacher and student-participants.	The results indicated that the utilization of SAL-R increased the post-test scores of the students, however, the material was more effective for independent learners, which implies that the material may not be as effective for learners who depend on the facilitation of teachers. As a result, the study recommended the modification of SAL-R to cater to the needs of learners who require more teacher facilitation since this could provide insights into the development and implementation of reading intervention materials to address the learning gaps experienced by students, particularly in times of crisis.


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DANAOCITY	"Tiktita-O'Clock": A Time Management Strategy in Reading among Grade 7 Students	Rosemila C. Cortez Jenny Rose P. Vasquez Francis Emmanuel D. Gonzaga	This action research aimed to create a time management strategy focusing on reading among the Grade 7 students to increase their level of reading proficiency. The participants of the study were the 28 Grade 7 enrollees of Cambubho Integrated School determined through purposive sampling. "Tiktita-o'clock" time management strategy in reading was incorporated in the daily activities of the students. Oral verification was conducted before and after the implementation of the study and data were analyzed using frequencies and percentages based on Philippine Informal Reading Inventory (Phil-IRI) tool upon using the criteria set for independent, instructional, and frustration reading levels both in word recognition and reading comprehension.	It was found out that after the conduct of the strategy, the reading proficiency level of students has increased. Based on the previous data, 25 students were frustration readers and only 3 were independent readers. After the final conduct of Phil-IRI, 11 or 39% are now independent readers, 14 or 50% are now instructional readers, and only 3 or 11% left under frustration readers. In terms of word recognition and reading comprehension, majority of the participants achieved higher levels both in independent and instructional levels which means that the time management strategy has increased their proficiency levels in reading. They can develop love for reading with assistance and with proper guidance and soon are expected to be all independent readers. Thus, based on the findings, the "Tiktita-o'clock" time management strategy is effective and can be applied across all grade levels.
	Utilization of Differentiated Modules Based on Students' Learning Style	Jackie Ann A. Peralta Marianne C. Guillermo Anabel D. Narvasa	This study is entitled Utilization of Differentiated Modules based on Students' Learning Style. This is conducted in Guinsay National High School for School Year 2022-2023, which aimed to increase the reading comprehension skills of Grade 8 students using differentiated instruction. The researchers utilized pre-experimental research design in which 60 Grade 8 students who scored lowest in their pre-test were the participants. The differentiated modules based on students' learning styles was given to the participants and then after post-test was administered.	Further, results showed that the mean percentage score (MPS) from pre-test and post-test results differ and showed significant improvement after the strategy was applied. The increase MPS illustrated that the strategy is effective and is useful in improving the comprehension skills of the students. It is also perceived that the existing differentiated modules based on students' learning style as strategy has loopholes like; it requires enhancement and modification from time to time because the learning competencies to be the basis is based on the least learned learning competencies in English, it needs time to implement all the reflected activities, it needs budget for the reproduction of materials, and it requires the commitment and competence of teachers. It is evident that all these problems encountered by the researchers were addressed resulting to the improvement of reading comprehension. Therefore, the differentiated modules based on students' learning style is a useful strategy in addressing problem pertaining to reading comprehension and is henceforth recommended for utilization.
	READIMEDIES": An Intervention Program for Grade 6 Pupils in Danao City Central School	Jackie Ann A. Peralta Marianne C. Guillermo Anabel D. Narvasa	This action research project was conducted to improve the reading comprehension skill of the Grade 6 pupils of Danao City Central School. The researchers intended to improve the reading comprehension by using higher order thinking skills such as predicting, making connections, visualizing, inferring, questioning, and summarizing. The teachers modeled these strategies in their classrooms through the think aloud process and graphic organizers. This was followed by pupils using these strategies through whole class, small group, and independent practice. The study employed research utilizing a simple analysis method. During the pre-implementation phase, the target group was identified first based on the result of Phil-IRI. Those who got below 14 scores in the GST were the target participants of the remediation program. During the implementation phase, the reading teachers utilized the crafted reading materials to ensure improvement in the pupils' reading skills.	Comprehension adds meaning to what is read. Reading comprehension occurs when words on a page are not just mere words but thoughts and ideas. Comprehension makes reading enjoyable fun and informative. It is needed in school, work, and life in general. The use of graphic organizers can help to visualize and construct ideas and or sequence information which will result in reading with comprehension.

DIVISION	RESEARCH TITLE	RESEARCHERS/ PROPONENTS	AIMS, STRATEGIES, AND RESEARCH METHODOLOGIES	MAJOR FINDINGS (RESULTS & RECOMMENDATIONS)
DUMAGUETE CITY	Effects of Contextualized Tracing Activities (COTA) in the Development of Fine Motor Skills of Kindergarten Pupils	<p>Anito A. Casal</p> <p>Ana Marie S. Patajo</p> <p>Sheryl S. Ledesma</p>	<p>The study is titled "Effects of Contextualized Tracing Activities (COTA) in the Development of Fine Motor Skills of Kindergarten Pupils". The participants in this study were selected based on the teachers' observations on the collected writing samples and modules submitted on the first quarter during the dropping off and picking up of modules. The study aimed to improve the fine motor skills of kindergarten pupils with poor handwriting skills using in this COTA undergone series of tracing activities using printed contextualized tracing worksheets with the assistance of their parents or guardians. Pupils completed writing samples were graded using the handwriting rubrics in which fine motor skills were assessed as Beginning, Developing, and Consistent following the criteria: spacing and letter formation; writing uppercase and lowercase correctly; following correct lines (blue, red, blue lines); and writing letters with the utilization of frequency and percentage as statistical tools.</p>	<p>The findings from this research supported that pupils' handwriting skills significantly improved throughout the study using the contextualized tracing activities. The more time pupils spent in developing their handwriting skills through this intervention, the more their handwriting improved. The findings of this study had revealed significant improvements in the kindergarten pupils' handwriting skills which lead the researchers to recommend the use of the said intervention.</p>
	"Mama Maestra": An Intervention to Address the Lack of Parent Content Knowledge and Pedagogy	<p>Eudes L. Beltran</p> <p>Victoria O. Superal</p>	<p>This study sought to determine the efficacy of "Mama Maestra": An Intervention to Address the Lack of Parent Content Knowledge and Pedagogy, to improve the least mastered skills in Mathematics of Grade 6 pupils of North City Elementary School, Division of Dumaguete City, SY 2021-2022. The 30 target participants of this study are the mothers of pupils who have not mastered the skills as reflected in the item analysis of the 2nd summative test results. It aims to help parents become effective home facilitators of learning at home and improve the academic performance of their children. Face-to-face and online tutorial sessions were provided to assist parents having difficulty performing their roles. It utilized the single group pre-test and post-test design to evaluate pupils' performance. The proponents used percentage as a statistical tool to show comparison between two variables.</p>	<p>Results revealed that there was a remarkable increase in the understanding of the lesson in the least mastered competencies in Mathematics 6. From 24% of the Grade 6 pupils giving incorrect answers to 0% pupils in the post-test. Based on the results and findings, it is recommended that the intervention will be employed to reinforce the performance of the Grade 6 pupils in English and apply it in other grade levels to test its reliability and validity.</p>

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GUIHULNGAN CITY	Project Sewing A Love for Letters Yearning for Learning (SALYN): A Remote Intervention for Grade 1 Pupils	Salyn F. Saldua	Reading skills has greatly stalled during the pandemic. For the period of distance teaching and learning, the Department of Education (DepEd) closely monitored the foundational literacy skills of its learners by adopting the Early Grade Reading Assessment (EGRA). In Basak Elementary School, the EGRA results of SY 2021-2022 had showed that 14 (50%) of the Grade I-Pink pupils could hardly name and recognize the Sinugbuanong Binisaya alphabets. In order to address this learning loss, the researcher subjected these pupils to an intervention called Project Sewing a Love for Letters Yearning for Learning (SALYN): A Remote Intervention for Grade 1 Pupils. The project utilized strategies that are home-based and parent-assisted considering the mobility restrictions of teachers and pupils during the pandemic. The researcher employed the action research approach. The study gathered the pretest and posttest results using the EGRA tool as the main data gathering instrument.	The scores were compared and it showed that there was an increase on the EGRA results after the intervention. As the findings of the research depicted that the intervention could help address illiteracy specifically on letter name and sound recognition, it is recommended to use the said intervention.
	Flipped Classroom Instruction for Learning Loss in Science 10	Cinderella D. Hino-o	Netiquette and workplace etiquette are closely associated, as they are expedient in the workplace. However, the researcher noticed that the expected set of manners was not observed by many teaching personnel, thereby disrupting a mutually respectful atmosphere and communication on the social media platform. This action research was conducted to evaluate the effectiveness of the implementation of Project Responsible Social Netizen (RSN) on increasing the awareness level and knowledge of social media and workplace etiquette among the teachers of Guihulngan South Central School through a school-based seminar. The study employed simple random sampling for the selection of participants from each grade level and department. The pre- and post-test approaches were also utilized. The main tool for data gathering was a researcher-made survey questionnaire, and the data were analyzed using the weighted mean of the scores.	The results of the study showed that the majority of the teachers had a significant increase in awareness and knowledge on social media and workplace etiquette, based on the difference in their overall weighted mean from 2.68 (pre-test) to 3.38 (post-test). This implied that the seminar was found effective by the group of teachers. It is recommended that the intervention be echoed and conducted at the participants' respective grade levels during the in-service training for teachers and learning action cell sessions. The training design, session guides, and materials for the seminar are freely accessible for teachers.
	Automated Archival and Retrieval of Records in the Personnel and Records Section: A Strategy Enhancement	Endrileza T. Langco	Automated Archival and Retrieval of Records is expected to enhance the current profiling mechanism in the Personnel and Records Section of Guihulngan City Division. This emanated from the absence of streamlining mechanism of archival and retrieval of personnel records which resulted to inadequacy on the delivery of office services. This study aimed to innovate an automated system which could streamline the profiling of personnel in the Division of Guihulngan City. The action research design was employed. It used the purposive sampling approach. Also, it utilized mean as a statistical tool for data analysis. Prior to actual data gathering, a pilot test of the system was conducted in one big elementary and one big secondary schools in the Division. The feedback of the pilot test was utilized for the improvement of the system. Following that, the system was adopted throughout the Division. The data were gathered by asking teaching and non-teaching personnel who were recipients of the enhanced services to answer survey questions on their level of satisfaction.	The overall mean score of 3.91 which is interpreted as very satisfied which also implied that the use of automated archival and retrieval of records had a significant effect on the satisfaction of the office clients. However, despite the participants' recognition of the enhanced strategy, some realizations were made if the system could be continuously monitored by management. The researcher recommended that there be regular training for all staff in the Personnel and Records Section about records management and the use of the system.

DIVISION	RESEARCH TITLE	RESEARCHERS/ PROPONENTS	AIMS, STRATEGIES, AND RESEARCH METHODOLOGIES	MAJOR FINDINGS (RESULTS & RECOMMENDATIONS)
LAPU-LAPU CITY	Alternative Way of Giving Assistance to Students Known To Be At Risk of Dropping Out (AGAK) Program	Marina T. Dapiton Gladys Mae D. Buenaagua	The cases of learners at risk of dropping out became observable scenarios during the pandemic. These were observations that eventually denied the fundamental human right of the students to education. This study aimed to determine the experiences of the implementers of the AGAK program as an innovation to address the Learner's At Risk of Dropping-Out (LARDO) for SY 2021-2022. This employed a descriptive phenomenology method- an in-depth interview that was uniquely designed and developed using open-ended questions. The study selected 10 participants who were among the implementers and stakeholders involved in the AGAK Program that included teachers, students and Local Government Unit (LGU) using purposive sampling. This study used interview guide questions that sought to determine the following: 1. Basic information of the participants and reasons why they enroll in the AGAK program, 2. Experiences derived from the program and 3. The participants' feeling of accomplishment and contribution to the program.	Themes and essences of the experiences emerged as the findings of the results of the study which were as follows; Theme 1: Feeling of fulfillment, Theme 2: Feeling of Solidarity, Theme 3: Lending a Hand, Theme 4: Giving second chances and Theme 5: Looking at the other side of the coin.; Essence No. 1: Education must continue, Essence No.2: Education must be accessible and inclusive at all times and Essence No. 3: "It takes a village to Educate a Child. Thus, as the findings of this research proved the meaningful contribution of the initiative for learning continuity to occur, the researchers therefore recommend the utilization of AGAK Program.
	Flipped Classroom as Learning Intervention for Low Performing Students in Practical Research I	Vonn Clyde C. Nunez	Flipped classrooms strengthened learning engagements of the students both in school and at home. With the need to address the learning gap brought by COVID-19 pandemic, there are promising results showing the effectiveness of Flipped classroom under distance learning; however, limited studies presented how this aid the learning gap of low performing students under COVID-19 pandemic. This study sought to answer how flipped classroom improves the low performing students' Practical Research 1 skills in Babag National High School during the SY 2022-2023. The study employed a three-week intervention using Flipped classroom to ten selected Grade 11 students using a purposive sampling. The study used an open ended research questionnaire and the data obtained were interpreted through a thematic content analysis.	The results revealed that flipped classroom enhanced the learners' critical thinking skills, promoted independent learning, boosted self-confidence, became more productive in class, and wrote comprehensive research reports. Thus, flipped classroom improved the research skills of the low performing students mentally, socially and emotionally towards learning Practical Research I. It is therefore recommended that the school will have a teacher training on the use of flipped classroom within and across disciplines.

DIVISION	RESEARCH TITLE	RESEARCHERS/ PROPONENTS	DISCUSSION OF RESULTS AND CONCLUSION	RECOMMENDATIONS/ REFLECTION
	Online Instruction on Sound Recognition of Kindergarten Pupils	Clarisa D. Quesio	<p>The study focused on online instruction as a strategy in improving the sound recognition skills of kindergarten pupils. The researcher made use of single-subject experimental analysis, specifically the AB experimental design. An AB design is a two-part or phase design made up of a baseline ("A") phase with no alterations and a strategy ("B") phase. Moreover, in selecting the pupil-participants, the researcher utilized the purposive sampling procedure, wherein a criterion was used in the selection of participants. The researcher identified kindergarten pupils with difficulties recognizing the sounds in their progress reports. In the analysis of data, the researcher compared the progress report of kindergarten pupils on sound recognition and the assessment after exposure to sound recognition.</p>	<p>The use of online instruction is particularly beneficial in helping pupils improve their sound detection skills. One of the most difficult aspects of online training is the poor internet connection and the long time required to execute it. Technology must be used by teachers, and they must be trained to use it. Similarly, the use of online instruction has allowed teachers and parents to collaborate to improve the pupils' performance.</p>
MANDAUE CITY	Ad Interim Venues Instruction (AIVI): A Reading Enhancement Advocacy for Frustrated Readers During the Viral Outbreak	<p>Ria M. Vertulfo</p> <p>Jerald C. Moneva</p> <p>Ivy B. Godinez</p>	<p>When the viral outbreak occurred, the avenues for learning became limited due to several restrictions relating to face-to-face classes. With this, teachers were prompted to find permissible means of being able to communicate with the learners and to be able to deliver the lessons to them. Ad Interim Venues (AIVI) is a conceptualized intervention program considered to loosen up the restrictions. The implementation of this strategy involved the selection of the community common structures as temporary teaching and learning rendezvous so that learners do not need to traverse the distance between their homes and the school. With the permission of the parents and the approval of the community leaders, the teacher comes to the location and conducts reading instruction activities to the learners. The teacher identified the frustration readers in grade six and was exposed to the aforementioned intervention, which lasted for six months.</p>	<p>There was an apparent change on the reading levels of the learners. Constant instruction in reading, even in locations outside of the school, can improve the reading levels of the learners.</p>

DIVISION	RESEARCH TITLE	RESEARCHERS/ PROPONENTS	AIMS, STRATEGIES, AND RESEARCH METHODOLOGIES	MAJOR FINDINGS (RESULTS & RECOMMENDATIONS)
 NEGROS ORIENTAL	Block Model Approach: A Strategy Optimizing Competencies Involving Fractions	Ma. Cecilia C. Amarin Aidelyn D. Dela Peña	<p>The coronavirus 2019 (COVID-19) pandemic has brought learning loss in numeracy and counting skills of Grade 6 pupils particularly in learning the concept of fractions and its basic operations. Several studies have argued the importance of building conceptual understanding of fractions before introducing numeric procedures in solving fractions. In response to the learning gap, this action research investigated the effectiveness of using block models in learning fraction. This study also examined the performance of Grade 6 pupils in solving fractions before and after the implementation of the block model approach while making use of a pre-experimental research design. Eighteen participants were identified using purposive sampling. Percentage score of participants and its corresponding descriptors based on the prescribed policy guidelines of classroom assessment were taken, counting the frequency and percentage of pupils in each descriptor of the grading scale. The findings of the study indicated that there is a remarkable improvement of participants' performance in solving simple fractions using block model approach which further proves the effectiveness of the strategy in learning the concept of fractions and in solving equations with simple fractions.</p>	<p>Hence, it is suggested that block model approach should be adopted to develop conceptual understanding and procedural knowledge in solving simple fractions.</p>
	Reskilling Teachers on Test Construction through Learning and Development	Kenneth B. Pael	<p>This action research aimed to determine the effectivity of Learning Action Cell (LAC) sessions as an intervention for improving test construction skills among teachers. Using a contextualized test construction rubrics and checklist (CTCRC), six teachers with "poor" constructed tests were identified. A series of LAC sessions on test construction containing discussions, worksheets, and peer evaluation activities was conducted. The results of the intervention showed that six (100%) participants were able to generate a "good" rating in true-or-false and five (83.33%) in multiple-choice test. In conclusion, the LAC sessions on test construction were able to significantly improve the test construction skills of the participants.</p>	<p>Thus, the LAC sessions on test construction with the use of CTCRC, encompassing different types of objective tests, can be applied across year levels.</p>

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SIQUIJOR	Multiple Intelligences Based Teaching Strategy to Increase Learning Outcomes	<p>Maricar M. Oyog</p> <p>Emer Anthony V. Docejo</p> <p>Rhea Glenn O. Solitana</p>		<p>Man's intelligence is given by God, which is the cause of superiority among all other creatures. Intelligence is of paramount importance in a person's life. Therefore, the topic of intelligence is of substantial curiosity and interest to researchers and key people. This study aimed to look into the Multiple Intelligences-based Teaching Strategy that is deemed effective for teaching and learning across learning disciplines in the new normal for an authentic learning based on the needs, interests, and talents of the students while encouraging teachers to see intellectual ability more widely. According to Byiers, et al. AB design is best thought of as one demonstrates correlation between the independent and dependent variables. It is made up of two phases: A(baseline) phase and the B (intervention) phase. A Table of Specification (TOS) was made when creating the MI instructional materials and it was backed up by a normal descriptive test analysis such as outstanding, very satisfactory, satisfactory, fairly satisfactory and did not meet expectation. Simple frequency counts were employed to analyze the data. The learning activities that study participants had completed, come close to satisfactory, or not at all were easily discernible to the researchers. There were eight (8) students who did not meet expectations to the various exercises from the different lessons particularly in the assessments of the lesson and other learning activities. Thus, this intervention impacted the eight (8) participants' individual performances with an improved learning outcome as well as the comprehension skills moving them from did not meet expectation to a very satisfactory level in these two (2) competencies.</p>
	Learners' Reading Remediation: A Classroom-Based Approach	<p>Mary Grace P. Gomez</p> <p>Mc Lloyd Jay M. Jayme</p> <p>Dannelle Joy Patoc</p>		<p>Reading remediation is an intervention program that gauge students in nurturing their macro skills. This serves as a scaffold for struggling and frustrated readers. This study aimed to address the perennial problem on student's literacy and proficiency skills that started in the pre-COVID-19 era. The researchers utilized purposive sampling in selecting a specific subset of participants identified as Grade 8 Students of SJS for SY 2022-2023 categorized as frustrated readers in the Phil-IRI post-test last SY 2021-2022; and employed simple statistical tools in analyzing the data gathered: frequency count and simple percentage. Pre-assessment of the students' reading performance was conducted using Phil-IRI for Grade 7 and since the participants are currently Grade 8 level this school year, the researchers then employed ORVT that would evaluate students reading performance. The study results revealed that students' literacy skills have significantly improved. Among the eight students categorized as frustrated readers last SY 2021-2022, 62.50% belonged to instructional level and 37.50% belonged to independent levels after the conduct of reading intervention activity (interactive activities and games, reading drills, and virtual tasks) for SY 2022-2023. According to the findings of this study, the researchers recommended the following: conduct trainings and seminars for language teachers that will equip them with the modern trends in this area of language; provide technology-assisted linguistic tools for the students to practically apply English language in communication context; encourage language teachers to pursue professional development; and allot time for literacy and reading intervention aside from ICL and remediation time implemented in the school.</p>
	Read Eagerly and Actively with Diverse and Engaging Resources (READER) Program: A Reading Intervention	<p>Edesa T. Calvadores</p> <p>Alda Mary Zita P. Ysmael</p> <p>Vivian Y. Bomediano</p>		<p>Reading is the foundation of learning, thus, teachers employ varied pedagogies in teaching reading but transcripts from the field still reflect poor reading skills of some learners which demand immediate remedial measures. The scenario urged the concerned parties in the division to implement Read Eagerly and Actively with Diverse and Engaging Resources (READER) Program as an intervention to improve learners' reading proficiency especially in English. The study aimed to increase the reading proficiency of seven Grade 3 learners who belonged to frustration bracket in reading performance in English at Solangon Elementary School, Solangon, San Juan, Siquijor for SY 2021-2022. It employed qualitative approach to validate the responses of the learner, teacher and parent participants through individual interview and focus group discussion to know their perception, current situation, and difficulties in reading and to know how the READER program increased the reading proficiency of the said learners during the pre and post implementation phases. Thematic approach and coding were utilized in assessing the qualitative data which were reported verbatim, transcribed, and coded according to four reading categories focused on the study. Results showed a significant change in reading performance of learners in word recognition accuracy, reading fluency, reading comprehension and reading motivation. The findings revealed that the learners, parents, and teachers considered the READER Program as very effective in improving learners' reading proficiency. It concluded that acquisition of the desired reading skills is associated with the utilization of diverse and engaging reading materials which are locally developed, and technology based.</p>

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TAGBILARAN CITY	Improving Pupils' Grammatical Skills through Interactive Teaching and Learning Activities	Glaiza T. Jala	English grammar plays a critical role in the learner's academic advancement. With almost two years of having a modular learning modality due to the pandemic, it is observed that pupils have difficulty in constructing well-formed and grammatically correct sentences. Grammatical errors range from subject-verb agreement errors, errors in tenses, spelling errors, and incorrect use of punctuation marks. In this study, the researcher finds ways and means to improve the learners' grammatical skills and bridge the learning gap introduced by the modular learning modality. This study was conducted to determine the effect in the performance of pupils in grammar after the introduction of interactive teaching and learning activities particularly the Think-Pair-Share Strategy.	Based from the assessment results and the observed performances of the pupils, it is revealed that the intervention has made significant impact in improving the grammar skills of the pupils. Moreover, it also shows that when learners are guided to correct the grammatical errors in their own work through the Think-Pair-Share strategy, it helps them to internalize the rules better than the rote teaching of grammar rules. This present study contributes to existing literature on constructivists' approach to grammar instruction. With this, it is strongly recommended that the school must provide a support program for teachers and pupils that will improve the grammatical skills of the pupils.
	Savings Learners at Risk of Dropping Out Using Key Informant Interview (KII) Strategy	Mirasol B. Dela Peña Alma G. Piquero Emmylou C. Deligero	This research is taken in response to the growing number of learners at risk of dropping out in Dr. Cecilio Putong National High School, Tagbilaran City, Bohol. The major goal of this research is to save learners at risk of dropping out (LARDOs). This investigation employed a qualitative method using Key Informant Interview (KII). A researcher-made interview guide was employed to the six identified learners.	The result was analyzed by the researchers using thematic analysis by Braun and Clark. It was found out that there were multiple factors why they became LARDO like home situation, student-mother, working student, teenage pregnancy, and depression. It is concluded that there were many factors that affect the student's academic performance. With this, it is highly recommended that during earlier stage of LARDOs. It should be addressed as soon as possible, and the school must reinforce a constant monitoring on every learners' status and behavior.

DIVISION	RESEARCH TITLE	RESEARCHERS/ PROPONENTS	AIMS, STRATEGIES, AND RESEARCH METHODOLOGIES	MAJOR FINDINGS (RESULTS & RECOMMENDATIONS)
TALISAY CITY	Optimizing School Heads' Leadership and Managerial Skills through Learning and Development	Pedrito S. Ocba Jr.	School heads' leadership and managerial skills can be optimized by capacitating them in the areas needed through Learning and Development (L&D) as this will demand for the established technical knowledge on the processes, mechanisms and standards of L&D System. It becomes imperative for the school heads to be competent in the delivery of the programs and projects and consequently improve their performance. With the mentioned jobs at hand, the L&D System must be integrated in the delivery of mandates and in the implementation of the DepEd reforms and programs. Performance gaps were being magnified with the adoption and implementation of the L&D System. DepEd Order No. 24, s.2020 or the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPST) has introduced a continuum of professional practice that supports school heads to pursue career progression and engage school heads to actively embrace a continuing effort to attain high levels of proficiency. However, in its few years of implementation, there are several standards that may not have been fully achieved and or attained at its desired proficiency level. This study intends to flesh-out the proficiency level of leadership and managerial skills through L&D. The participants of this study were the 44 school heads of Talisay City Division and the research method and statistical analysis used were descriptive, simple frequency count, and weighted mean respectively. The researcher utilized the AB Design where during the first phase as the baseline data is being established and after the conduct of the L&D activity, the researcher assessed if there is an increase in the performance of KRAs as follows: Leading Strategically, Managing School Operations and Resources, Focusing on Teaching and Learning, Developing Self and Others and Building Connections. Performance data from their Office Performance Commitment Review Form (OPCRF) during the review cycle of RPMS was taken into account as well. The relevant findings of this research served as basis for the capability building to optimize the performance of the school heads in different KRAs.	
	Cultivating Students' Soldering Skills through Tiktok Video Tutorial	Benerando C. Erediano Oliver M. Elliot Glenn T. Barangan	Students on the Technical-Vocational-Livelihood (TVL) track in Senior High School (SHS) are required to be skillful in their field of expertise in order to bridge the gap between job opportunities and the applicants' qualifications. Intervention was designed to address the issue of SHS students' soldering skills, which fell short of the necessary industry standards. The researchers believed that using video assisted instruction as an intervention would help solve this problem thus, it is the aim of this study to find out if the TikTok video tutorial will be able to cultivate or improve the soldering skills of the grade 11 TVL-EPAS students at Tabunoc National High School for SY 2022-2023. The study utilizes the purposive sampling technique involving the ten (10) Grade 11 EPAS students as the participants. The pre-performance and post-performance of the students' soldering skills were recorded and then compared.	The results of the study showed that the TikTok video tutorial did improve their performances as evidenced by their neatly soldered and a 100% submission of fully functional assembled electronic products. The study provides evidence that TikTok video tutorials can be an effective tool for improving students' soldering skills. It is therefore recommended to incorporate these types of digital resources into teaching and learning, educators can help ensure that students are acquiring the skills they need to succeed in their chosen fields. The results revealed that ALS teachers perceived that they were competent in teaching the Science concepts in terms of knowledge, skills, and attitude. However, it revealed some aspects that they perceived to have very little confidence in utilizing and operating tools, equipment, and materials. The teachers seemed to struggle with teaching the students using the appropriate strategies and methodologies as none of them specialized in Science. The same explained the claim of the teachers that they had difficulty of helping students draw proper conclusion to Science activities. The Focus Group Discussion (FGD) also revealed the concern of the teachers having difficulty approaching the schools to use the available Science facilities and the assistance they want from the school administration in order to properly, effectively, and efficiently teach the lessons of LS II. It was recommended that the action plan ALS SIKAT in Science be adopted and implemented.
	ALS SIKAT in Science: Acquiring Liberating Specialized Skills, Insights, Knowledge among Teachers in Science	Mark Elvie G. Rita Kent D. Medallo Eamon U. Alido	The first two presentation portfolio assessments saw fewer outputs in Learning Strand II (Scientific and Critical Thinking Skills) than the other learning strands. Further delving into profile of the ALS teachers helped surface the fact that that none of them is specialized in Science. This study then aimed to assess the competencies of the ALS Teachers of the Division of Talisay City in teaching the Learning Strand II through Project ALS SIKAT in Science. The study employed action research method utilizing the descriptive approach with the 12 ALS teachers as participants. The data was measured using the weighted mean, percentage, and frequency.	

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TANJAY CITY	Improving Reading Performance of Frustration Readers through Project KAROSA (Knowledge About Reading Optimizes Social Awareness)	<p>Jeryn R. Torres</p> <p>Jose Perpetuo E. Gaso, Jr.</p> <p>Brendo B. Torres</p>	<p>This study titled "Improving Reading Performance of Frustration Readers of Alangilan Elementary School through Project KAROSA: Knowledge About Reading Optimizes Social Awareness" was conceived due to the high number of non-readers in SY 2021-2022. This reading intervention used a carabao-pulled mobile library and sought to answer the reading problem of the identified pupils. After the academic hiatus, the Grade 6 adviser conducted Philippine Informal Reading Inventory (Phil-IRI) Assessment and found out that 6 of her learners are in frustration level. This study utilized an action research design employing pre-experimental approach. The data in pre-test and post-test results were analyzed using Phil-IRI formula and post-test showed results significant difference over the pre-test results. The researchers found out that after the utilization of Project KAROSA, 5 out of 6 or 83.33% of the participants are now in the instructional level.</p>	<p>Thus, the intervention is commendable for utilization to other grade levels of Alangilan Elementary School, Cluster 7 schools, and other hinterland schools of Tanjay City Division.</p>
	My Reading Notebook in MTB: A Contextualized Reading Material for Grade II Pupils	<p>Alarla Frandale R. Torres</p> <p>Aloma T. Rasonable</p>	<p>The study focuses on increasing the reading proficiency of the 12 pupil-participants of the Grade II-Rose in MTB of Pal-ew Elementary School during the SY 2021-2022. This study aims to improve the reading level of the learners with the help of "My Reading Notebook in MTB". In particular, this is a contextualized material in reading that is used during remedial sessions in the modular distance learning. Reading materials that will be used on "My Reading Notebook" depends on the reading level of the learner which will be based on the pre-reading test through the Oral Reading Verification (ORV) test conducted before the end of the 1st Quarter. This study employed the qualitative method. Simple percentage was used to determine the percentage of the ORV test scores of the participants before and after the intervention which is from the 1st quarter to the 4th quarter of the said school year. Moreover, for this research to be fully realized, collaboration with the teaching staff and the parents is one of the important needs. With this, a staff meeting was organized for the pre-implementation to be discussed together with the teachers. Then, a meeting together with the parents was also conducted. This was also presented through School-based Learning Action Cell (LAC) sessions for more information and guidance about this study.</p>	
	Cultivating Resiliency Among High School Student Leaders: A Personality Enhancement Program	<p>Kristel Nicolae C. Torregosa</p> <p>Maemar B. Apurado</p> <p>Daryll Gil C. Torregosa</p>	<p>This study is titled "Cultivating Resiliency Among High School Student Leaders: A Personality Enhancement Program. This study was conducted considering the mental upheavals arose during COVID-19 pandemic among high school student leaders. The Personality Enhancement Program Manual which served as the intervention was used as a determinant in the assessment of the level of resiliency of the participants. The researchers utilized complete enumeration as a sampling method and gathered a total of 32 high school student leaders where AB design was also employed.</p>	<p>With the use of the Resiliency Scale 25, results showed a 4.24 average rating which corresponds to a very high level of resiliency. After a thorough implementation of the Personality Enhancement Program, it created a ladder in terms of augmenting the resiliency level of high school student leaders amidst COVID-19 pandemic. Thus, the manual crafted that rekindled the resilient spirits of the participants where most Filipinos are known for even at times of adversities is hereby recommended.</p>

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TOLEDO CITY	Books in Bags: Teaching Long and Short Vowels to Grade Six-Uranus Frustration Readers	Marites S. Oyao	The researcher conducts this study to assess a new form of intervention, the Books in Bags, a mobile literacy program that will be the reading intervention. The researcher filled the bags with learning materials on short and long vowel sounds through storybooks, laminated short stories, and worksheets for the learners to practice reading. This study is expected to determine whether the Books in Bags intervention effectively addresses these struggling readers' learning needs. This action research utilized the experimental design. The data sources are the pre-test and post-test results on the Phil-IRI test of the 3 Grade 6-Uranus frustration readers.	After the intervention, the three learners leveled up to being independent readers. It is therefore recommended to utilize the action research results allowing other teachers to come up with more Books in Bags remediation endeavors that will effectively address the reading problems of frustration readers from other grade levels. Learners benefit from using books and other materials that are attractive and engaging. Such educational materials should be used by all learners during class hours and not just for remedial purposes, to set all students for success.
	FORI (Fluency-Oriented Reading Instruction): A Strategy for Struggling Readers	Eva Mark C. Abrenilla	Reading is a skill that everyone should develop. It serves as a basic building block for learning, regardless of the school subject, be it language, science, mathematics, arts or even street signing, read prescription. It proves that reading is a must skill to develop, an important life skill indeed. This research aimed to assess the proficiency level of the Grade 7 struggling learners in General Climaco National High School for the SY 2021-2022. It utilized the AB Design Research Method in which the PHIL-IRI pre-test results were the baseline data in order to implement the FORI Strategy in teaching reading to struggling readers. The study also utilized the Standardized PHIL-IRI test.	The study result revealed that the intervention given by the researcher was somehow effective in different areas of reading level of the respective participant since the participants became proficient in reading, they became independent. It further concluded that the participants had improved their reading skill in terms of word recognition, comprehension and fluency. Thus, as the findings of this research depicted that constant practice reading affected learners' reading ability, the use of the intervention is hereby recommended by the researcher.
	Cultivating Learners Research Skills through Virtual Research Reinforcement Strategy	Mafe S. Ponting Jeanah D. Borgonia Irene A. Bariquit	Distance learning is seen as a solution to educational concerns in the time of public health emergency brought about by the COVID-19 Pandemic. Consultation meetings with students were impossible to accomplish through modules and teachers turned to ways on how to check the working research manuscript of the learners to which modular learning was identified to answer this call. This research aimed to determine the perceived level of research skills of the students before and after the intervention as driven by the research consultation guide to address the challenges of the students in Practical Research 1 subject in Toledo National Vocational School, Toledo City, Cebu. The participants were the 17 Grade 11 students, of which 12 were females and 5 were males, who were all with honors academic distinction. Weighted mean was used to determine the perceived research skills/competence level of these Grade 11 students and to compare the means of the two variables and Paired Sample t-Test was utilized to draw the significance of the difference between them.	The findings of the study revealed that in 3 out of the 10 identified indicators, students ranked as expert namely (1) to explain the data gathering procedure, (2) to provide a detailed action research work plan, and (3) to make decisions based on the findings. The finding is also significantly similar in both pre-test and post-test as perceived by the study participants. Additionally, it was found out that among the 10 indicators, the top one and two ranks as revealed after the implementation strategy were formulating research questions or objectives and stipulating information about the desired participants or other sources of information with their inclusion criteria, respectively. As a result, the decision was made to utilize the virtual research reinforcement as a research guide in research consultation with Senior High School (SHS) students during distance learning.

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BAIS CITY	Juvenile Views on Sexuality and Teenage Pregnancy: A Strategic Intervention	Jesalyn M. Martos	Sexuality education plays a very vital role in the prevention of teenage pregnancy. This study aimed to determine the level of sexual awareness and teenage pregnancy risk factors. The researcher utilized the random sampling method and the descriptive-correlational research design. Data were gathered through survey questionnaire to 60 Grade 10 respondents from Bais City National High School, Schools Division of Bais City. The data were statistically analyzed using percent, mean, weighted mean, and Spearman rank correlation coefficient. The study showed the responses of the respondents in each subscale. The items on each subscale are designed to assess a variety of aspects of human sexuality manner in which humans' approach and understand their sexuality, as well as how these perceptions influence their sexual interaction and sexual awareness.	The findings suggested that the sexual awareness of the respondents has a significant relationship to the biographical description of the respondents except for age. While, the teenage pregnancy risk factors have also significant relationship to the biological description of the respondents. In the light of the findings and conclusions drawn, the following recommendations are hereby suggested and furthermore adopted for an advocacy plan. Comprehensive program on the awareness of sexuality and teenage pregnancy and Establishment of a school-based organization where students could freely express their selves in the school.
	Financial Management in Senior High School (SHS): Learning and Development (L&D) Model	Groselie B. Ragay	This study was conducted to the Senior High School Heads in terms of budget planning, budget preparation, budget acquisition, procurement and liquidation report. Likewise, it looked into issues and concerns of the school heads in their financial management. The data of unliquidated cash advances motivated the proponent to search for accurate reasons why would the school administrators failed to submit an on-time financial liquidation report wherein DepEd Order and Implementing Rules and Regulations (IRR) are given to them for basis and guidance. The researcher employed the descriptive-qualitative method of research and involved the participation of 18 respondents. The researcher constructed the test which was validated via content validation. Weighted mean was used in describing the financial management of the school heads.	Findings of this study revealed that the indicators under the submission of liquidation report have need to be addressed in their financial management. Adherence to guidelines is identified as the most common challenges encountered by the school heads in their financial management. They should further familiarize themselves of the simplified fund management systems by reviewing guidelines and standards for the utilization of school funds. The data on the issues and concerns by the school heads in their financial management provided the basis in proposing what Learning and Development (L&D) Model can be designed for the school administrators of Senior High School of the entire division that would serve as an output of the study.
DepEdRO7 CLMD	Test-Taking Skills of Students in a Simulated Computer-Based Test Items in Science Analogous to Program for International Student Assessment	Bryant C. Acar	This research evaluated the test-taking skills of the learners through a computer-based test analogous to PISA. It also considered the test scores in content and scientific competencies. The study assessed the effectiveness of the computer-based test analogous to PISA to measure the test-taking skills of the learners. The study used an evaluative design with a sample of 40 learners using research instruments written by Science teachers. The study used the computer-generated test, and the test-taking skills were measured through a checklist.	The significant findings of the study: both male and female learners have the same performance interpreted as Poor; in content areas, they find Physics as the most difficult; in terms of scientific competencies, they find Interpreting the Data as the most difficult competency; based on the test-taking skills, the learners find it hard to understand the tests that are written in English; and all learners shared that the computer-based test was their first time, so it added to their anxiety and fear. The test scores in content and test-taking skills of males and females did not differ significantly and there was a significant relationship between learners' test scores and test-taking skills which could be interpreted that low test-taking skills will redound to low test scores. The simulated computer-based test items in Science analogous to PISA was able to evaluate the test performance of the learners in scientific literacy and creating assessment that are computer-based will train our learners in answering computer generated assessment and eventually develop their digital literacy.



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