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**STRESS MAPPING AND FOCUS-COPING STRATEGIES AMONG PUBLIC  
ELEMENTARY TEACHERS OF PANABO CENTRAL DISTRICT**

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**ABSTRACT**

The study was conducted to find out the different sources of stress experienced by the teachers and their coping-strategies on the stressors. A quantitative cross-sectional survey was employed in the study. There were two hundred sixty-five (265) teachers served as the participants of the study. Each respondent answered the adapted survey-questionnaire to gather the data. Results revealed that most teachers of Panabo Central District were stressed due to the following: financial instability, student's behavioral problems, and the feeling of over-committed at work with too many duties and responsibilities which often take work home. A strong support system from their families and friends, watching movies and listening to music, and cooking, baking, and eating their favorite foods give the teachers relaxation or escape from their encountered stresses. As they say, a little creativity each day can go a long way towards happiness and satisfaction in the bustle of daily life.

**Keywords:** *education, stress mapping, coping strategies, teachers, Philippines*



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**ACADEMIC CAUSAL FACTOR, STUDENT CAUSAL FACTOR, AND LEARNING MILIEU AS DETERMINANTS TO STUDENTS' ACHIEVEMENT IN SCIENCE**

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**ABSTRACT**

This study explored the factors as determinants to students' achievement in Science with spiral progression approach aimed to know the underlying factors associated with students' level of achievement in science with spiral progression approach; determine if there is any significant relationship among the factors that predict students' performance, and identify which factor best predicts students' performance. A sequential exploratory mixed-method research design was employed in the study. As a result of the analysis, this study suggested three factors that determine students' level achievement in Science: academic causal factor, student causal factor, and learning milieu. These factors were found to be significantly correlated to students' level of achievement and obtained a model that was significantly accountable for the variability in the responses of the factors. Moreover, a very satisfactory was observed on students' level of achievement with significantly varied learning acquisition. Considering the implication of these factors in the implementation of the spiral progression approach is underscored by the need for policy-guidelines revision and review, increase teacher-student support, and learning milieu enhancement.

**Keywords:** Academic causal factor, student causal factor, learning milieu, students' achievement, spiral progression approach, sequential exploratory mixed-method research design



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**MEDIATING EFFECT OF LEARNING STRATEGIES ON THE RELATIONSHIP  
BETWEEN LEARNING ENGAGEMENT AND ACADEMIC  
ACHIEVEMENT OF SHS STUDENTS IN SCIENCE**

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**ABSTRACT**

This quantitative research, which employed descriptive and correlational design, sought to determine the possible mediation of learning strategies to the assumed relationship between learning engagement and academic achievement of the students in remote learning. Random sampling was utilized to determine the one hundred sixty-eight senior high school students who were currently enrolled in the STEM track. Adapted survey instruments were utilized to determine the level of learning engagement and learning strategies. A researcher-made test that underwent reliability test was utilized as assessment tool for the students' academic achievement. Results showed that learning engagement is oftentimes manifested by students in remote learning. Surface and deep learning strategies among the students is highly manifested. Their academic achievement was highly proficient. Further, it was revealed that there is no significant relationship between learning engagement and academic achievement, although learning engagement significantly influences both surface learning strategy and deep learning strategy. Also, each type of learning strategy does not significantly influence the academic achievement of the learners. Being unable to meet the preconditions for mediation analysis, it was concluded that surface and deep learning strategy do not significantly mediate the relationship between learning engagement and academic achievement of the students in remote learning. Findings are indicative that appropriate support program for the students is necessary for them to fully maximize their learning in remote conditions.

**Keywords:** Science education, learning engagement, learning strategies, academic achievement, remote learning, senior high school, descriptive-correlational, mediation analysis, Davao del Norte, Philippines



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**TEACHER'S USE OF 21<sup>ST</sup> CENTURY AUTHENTIC ASSESSMENT AND THE  
DEVELOPMENT OF STUDENTS' LIFE SKILLS**

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**ABSTRACT**

The study was conducted to determine the manifestation of teachers' use of 21<sup>st</sup> century authentic assessment and the delivery of instruction on the level of development of students' life skills in Panabo Central District, Panabo City, Davao Del Norte. It utilized the descriptive correlational research design and particularly applied these statistical tools: Mean, Pearson-r and Linear Regression Analysis. Findings revealed that teachers' use of 21<sup>st</sup> century authentic assessment is High. Furthermore, the delivery of instruction on the level of the development of students' life skills is Extensive. Results also revealed that the teachers' use of 21<sup>st</sup> century authentic assessment and the delivery of instruction on the level of the development of students' life skills is highly related. Hence, there is a highly significant relationship between teachers' use of 21<sup>st</sup> century authentic assessment and the delivery of instruction on the level of the development of students' life skills. It is recommended that further researches exploring the variables of teachers' use of 21<sup>st</sup> century authentic assessment and the delivery of instruction on the level of students' life skills be conducted to substantiate the findings. More so, it is encouraged that extensive and intensive researches concerning students' involvement in practical works be conducted to discover ways for improvement with regard to this area.

**Keywords:** educational research, teachers' use 21<sup>st</sup> authentic assessment, life skills, delivery of instruction, correlational, Grade 6 students, Philippines.



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**TELEVISED STORIES OF PRIMARY SCHOOL LEARNERS: IMPROVING THE  
READING COMPREHENSION AND FLUENCY**

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**ABSTRACT**

This study aims to address the use of televised stories to improve reading comprehension and fluency in the face of the pandemic. This includes their everyday experiences and their reasons for implementation. This will shed some light on this subject area as this is an understudied phenomenon. The researcher wanted to narrow down the highlights and lowlights of their experiences, the challenges, and the learners' coping practices on the challenges that come along the way.

**Keywords:** Impact of Technology, televised stories



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**IMPLEMENTATION OF EARLY GRADES READING ASSESSMENT PROGRAM  
(EGRA): UNDERSTANDING THE EXPERIENCES OF TEACHERS IN BASIC  
EDUCATION**

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**ABSTRACT**

The purpose of this qualitative study, using phenomenological approach, was to describe the experiences of Grade 1 teachers in Rizal Elementary School of the Division of Panabo City on the implementation of Early Grade Reading Assessment (EGRA). A researcher-made interview guide was used to collect data from the elementary teachers. The Focus Group Discussion (FGD) was conducted for the confirmation and validation of data. Eight Grade 1 teachers from Rizal Elementary School were chosen to be part of the IDI, while seven teachers were chosen as participants in the FGD. Content analysis was used to generate the themes of the study. Four central topics emerged as the overarching foundations of this study: success stories, challenges faced by Grade 1 teachers in the implementation of EGRA, overcoming mechanisms of the challenges, and the insights learned by Grade 1 teachers. Findings revealed that teachers identified their successes as development of pupils' reading competencies and institutionalization of reading initiatives and programs. Challenges were teachers' personal and professional challenges, and lack of appropriate reading materials. Coping strategies were strengthening of reading initiatives and programs, and development and use of reading devices and interventions. It is recommended that Grade 1 teachers with the leadership of their school head strengthen their school-based policies and programs to enhance the implementation of EGRA in Rizal ES. Further research using qualitative and quantitative approaches is needed to better craft policies for the school reading program.

**Keywords:** phenomenological study, Early Grade Reading Assessment (EGRA), Grade 1, Rizal Elementary School



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**BEHIND THE STRUGGLES IN WRITING AMONG PRE-COLLEGE STUDENTS: A PHENOMENOLOGICAL INQUIRY**

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**ABSTRACT**

This qualitative-phenomenological research aimed to explore and understand the experiences and struggles in writing of pre-college students in a certain public secondary school in Panabo City. This study was seen through the lens of Flower and Hayes (1981) referred to as Cognitive Process Theory of Writing. The theory highlights that writers call on a set of thinking and creative processes that might occur at any point while they are composing a piece of writing. They are constantly planning (pre-writing) and revising (re-writing) as they compose (write), but they "do not march through these processes in a simple 1, 2, 3 order". Ten (10) students were subjected to In-depth interview. As to struggles in writing, four (4) themes emerged: difficulty in following correct conventions of writing, difficulty in getting started, difficulty in generating ideas, and feeling of uncertainty. As to factors behind their struggles, six (6) themes emerged: preference of using Tagalog, poor concentration, negative attitude towards writing, pre-occupied with problems, poor study habit, and lack of interest in reading. As to coping mechanism, five (5) themes emerged: seek help from others, improve study habit, increase engagement in reading, stay focused, and practice writing in English. The results are significant to the administrators, teachers and other stakeholders to help struggling students improve in their written communication.

**Keywords:** education, struggles in writing, pre-college students, qualitative-phenomenological research, thematic analysis, Panabo City, Philippines



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**RELATIONAL TRUST AND EMOTIONAL ENGAGEMENT OF LEARNERS OF  
PUBLIC ELEMENTARY SCHOOLS IN PANABO CENTRAL DISTRICT**

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**ABSTRACT**

This study determined which domains of the relational trust of learners significantly predict emotional engagement of learners. The study employed quantitative nonexperimental type of research using correlational technique. The study was conducted during the school year 2018-2019 in Public Elementary Schools of Panabo Central District with 332 Grade 6 learners as the respondents. A validated and pilot-tested researcher-made instrument was utilized in the gathering of data. The data gathered were treated using the mean, Pearson  $r$ , and multiple regression. Results revealed that the relational trust of learners was evident most of the time with a descriptive equivalent of highly extensive. The emotional engagement of learners was felt most of the time with a descriptive equivalent of high. Moreover, there was a significant relationship between relational trust of learners and their emotional engagement. Reliability, honesty, and openness were significant predictors of the emotional engagement of learners. The findings of the study led to the implication that the DepEd Officials should use a variety of ways to encourage teachers to do extra mile in proposing plans for the betterment of the learners in terms of coping with pressures in their academic endeavor. By doing so, learners will be helped in a way they can adjust to the pressures of academic life.

**Keywords:** relational trust, emotional engagement, quantitative non-experimental research, Panabo City, Philippines



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**A PEEK THROUGH THE JOYS AND WOES OF RECEIVING TEACHERS  
ON MAINSTREAM CLASSES: A PHENOMENOLOGY**

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**ABSTRACT**

This phenomenological study aimed to unveil the lived experiences, means of coping the challenges, and insights of the receiving teachers in running mainstream class in the identified public schools in the Division of Panabo City. Participants were identified using the set inclusion criteria using purposive sampling technique. Using the expert-validated researcher made interview guide questions, themes were culled in understanding the phenomenon. The findings revealed the themes on the lived experiences of the receiving teachers: lacking experience in an inclusion setting, difficulty choosing the right teaching strategy, trouble controlling their emotions, and lacking family support. On their means of coping, the following themes surfaced: adjusting to the situation, collaborating with colleagues, managing disruptive behavior, bridging relationship, setting expectations, and using appropriate strategies. Finally, on the insights drawn from the experiences, the following emerged: have a positive attitude, reflect on the experience, and collaboration is necessary. The findings revealed substantial information for policymakers to provide substantial support to the receiving teachers in running their mainstream classes.

**Keywords:** Education, receiving teachers, mainstream class, DepEd, phenomenology, Philippines

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**EXPLORING THE LIVED EXPERIENCES OF THE ELEMENTARY SCHOOL  
TEACHERS ON THE INSTRUCTIONAL STRATEGIES EMPLOYED DURING THE  
CORONAVIRUS-19 PANDEMIC: A PHENOMENOLOGY**

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**ABSTRACT**

This research study involved a qualitative approach and specifically used phenomenological design to acquire an in-depth understanding of the lived experiences of the elementary teachers on the instructional strategies employed during the COVID-19 pandemic. Participants of the study were the teachers from Panabo Central District, Schools Division of Panabo City who were chosen and who qualified in the inclusion criteria set to become participants for the in-depth interview and focus group discussion. I employed thematic analysis on the transcribed responses from the participants, categorized and coded to arrive at essential themes. There were three major themes drawn from the lived experiences of the elementary teachers on the instructional strategies during the COVID-19 pandemic: lived experiences of elementary school teachers, coping mechanisms of the teachers, and insights shared to the academe and community. On their understanding of their lived experiences on the instructional strategies, three major themes emerged: heightened utilization of blended learning, insufficient pedagogical and technological skills of teachers, and capacity building. As to the coping mechanisms on the challenges encountered by the elementary school teachers on the instructional design employed during the pandemic, two themes arose and these are: defining a value-laden mindset, and strong faith in God. As to the insights that teachers wanted to share with the academe and the community, two major themes arose: goal setting in the teaching-learning process and positiveness.

**Keywords:** Education, instructional strategies, lived experiences, public elementary school teachers, phenomenology, Philippines



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**SCHOOL-BASED MANAGEMENT SUCCESS STORIES VIA NARRATIVES  
OF SCHOOL LEADERS: A MULTIPLE CASE STUDY**

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**ABSTRACT**

This multiple case study in Region XI investigated School-based Management (SBM) success stories through the lens of transformational leadership. The participants for this study were principals and school heads from secondary and elementary schools accredited at the Advanced Level of Practice or Region Validated School-Based Management Level 3 in the past three years. The results are presented in four distinct cases: medium secondary schools (Case I), large secondary schools (Case II), medium elementary schools (Case III), and large elementary schools (Case IV). The analysis explores how different transformational leadership dimensions manifest in each case, identifying patterns, similarities, and differences. Key dimensions examined include idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. Findings reveal common themes such as the universal emphasis on transparent communication, stakeholder engagement, and strategic resource management. However, variability is noted in promoting accountability, building trust and respect, and enabling inclusive decision-making. Case III stands out for its focus on inspiring leadership and goal-driven practices, while Case I uniquely emphasizes strategic thinking and planning. These insights provide a nuanced understanding of transformational leadership in SBM contexts, highlighting areas for potential improvement and alignment to enhance leadership impact. This study's insights into the varied manifestations of transformational leadership within successful SBM implementations suggest critical areas for enhancing leadership theory, practice, and policy, emphasizing the need for tailored strategies that address specific contextual challenges and leverage universal strengths in communication, stakeholder engagement, and resource management, ultimately guiding more effective and context sensitive leadership practices in SBM. Future research might investigate the longitudinal impact of transformational leadership strategies on SBM outcomes across diverse educational contexts to refine and adapt leadership practices for sustained SBM success.

**Keywords:** school-based management; success stories; narratives; school leaders; multiple Cases