



Republic of the Philippines
Department of Education
 Region XI
SCHOOLS DIVISION OF PANABO CITY

Office of the Schools Division Superintendent

DIVISION MEMORANDUM
SGOD 2024-0581

To : Assistant Schools Division Superintendent
 Chief of the Schools Governance and Operations Division
 Chief of the Curriculum Implementation Division
 Public Schools District Supervisors
 Education Program Supervisors
 Elementary and Secondary School Heads
 School Research Coordinators
 All Concerned

Subject: UTILIZATION OF CY 2024 DIVISION COMPLETED RESEARCH STUDIES AND BASIC EDUCATION RESEARCH FUND STUDIES

Date: November 11, 2024

To continuously improve the quality of education in the Schools Division of Panabo City, the Office of the Schools Division Superintendent is pleased to present the valuable research outputs of the CY 2024 Division Researchers. These studies offer critical insights, innovative strategies, and actionable recommendations applicable to teaching, learning, and school management across various subjects and grade levels. Attached is the compendium of abstracts titled *"The Power in Inquiry: Bridging Knowledge and Innovations in SDO Panabo City."*

The primary objectives of this initiative are to bridge research findings with practical applications in our division, promote data-driven decision-making, and encourage a culture of continuous improvement within our schools. Through this, we aim to ensure that research findings are effectively utilized to support targeted interventions and improve educational outcomes.

To support the effective utilization of research studies, schools are encouraged to integrate relevant research findings into their School Improvement Plans, aligning these with the school's current goals and priorities. Schools may propose pilot programs based on research findings.

Public Schools District Supervisors are requested to provide feedback on the implementation of these research findings and shall be submitted to the Office of the Schools Division Superintendent for monitoring and evaluation.



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We believe that through collaborative efforts, we can create a culture of learning, innovation, and continuous improvement for the benefit of SDO Panabo City.

For information, guidance and compliance.

JINKY B. FIRMAN, CESO VI
Schools Division Superintendent

Enclosed as Stated
SGOD/ABA/ESD

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NOV 13 2024

RECORDS SECTION SDO PANABO CITY
BY



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**FROM THE DESK OF THE
SCHOOLS DIVISION SUPERINTENDENT**

The completion of numerous insightful research studies across our division marks a significant achievement in our journey toward evidence-based practices and continuous improvement in education. These research efforts have captured diverse aspects of teaching, learning, and school management, contributing valuable insights that we can apply to enrich our educational programs and policies.

In line with our commitment to harnessing research for positive change, I encourage all Education Program Supervisors, Public Schools District Supervisors, School Heads, Teachers and Non-Teaching Personnel to take an active role in reviewing and integrating these findings into our daily practices. Each study offers actionable recommendations that can support:

- **Enhanced instructional strategies** that align with the needs of our learners,
- **Improved support systems** for students, particularly in areas like values education, resilience, and inclusive education,
- **Informed decision-making** that prioritizes effective teaching methodologies and responsive educational policies, and
- **Strengthened community and stakeholder engagement** to foster holistic learning environments.

To facilitate the practical application of these studies, this can be presented during the SLAC session where researchers can present their findings. School leaders are encouraged to support these sessions, enabling teachers to gain insights into how they can adopt research-backed strategies that address specific challenges and opportunities within their classrooms.

Let us collectively utilize these research outputs to inspire change and continue our pursuit of excellence in education. Together, we can ensure that the research conducted in our division serves its highest purpose: to enrich learning experiences, support our educators, and empower our students for a brighter future.

Thank you for your unwavering dedication to our shared mission.


JINKY B. FIRMAN, PhD, CESO VI
Schools Division Superintendent ✓



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**FROM THE DESK OF THE
ASSISTANT SCHOOLS DIVISION SUPERINTENDENT**

The research studies within our division represents a remarkable stride toward enhancing educational quality through informed practices. Each study offers critical insights into various facets of our teaching and learning processes, classroom engagement, and student development, forming a solid foundation for meaningful improvements across our schools.

As educators and leaders, you play a vital role in transforming these insights into everyday practices that address our unique needs and goals.

Here's how you can get involved:

- **Study Review and Reflection:** Take time to review relevant research summaries and identify strategies that resonate with your school's needs. This is an opportunity to apply proven approaches to enhance student outcomes and overall school performance.
- **Professional Development:** Participate actively in upcoming sessions where researchers will present their findings. These sessions will provide valuable learning and practical insights on implementing the recommended strategies effectively.
- **Collaboration and Sharing:** Engage in collaborative discussions within your departments and school teams, sharing ideas on adapting research-based practices in your respective areas.

Together, let's maximize the impact of our research efforts, empowering our educators and creating enriching learning environments for all our students.

Thank you for your commitment to turning research into action, enhancing both your professional practice and our students' educational experiences.


BASILIO P. MANA-AY JR. CESO VI
Assistant Schools Division Superintendent



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Action Research: Teaching and Learning

**IMPLEMENTING A DEVELOPMENTAL MENTORSHIP APPROACH FOR
CULTIVATING HABITS OF KNOWLEDGE & INQUIRY IN TECHNICAL VOCATIONAL
AND LIVELIHOOD STUDENTS OF PANABO CITY NATIONAL HIGH SCHOOL**

CHARLES JR. F. BALINGGAO
ED GOLDILAINE N. FLORES
KIMBERLY O. LIRAZAN
Panabo City NHS

ABSTRACT

This action research aims to enhance research skills among Grade 11 Technical-Vocational Livelihood (TVL) students at Panabo City National High School by implementing a developmental mentorship approach. Utilizing a mixed-methods design, the study involved an experimental group receiving personalized mentorship throughout the research process, while a control group followed standard practical research instruction. Data were collected through pre- and post-test research proposals and student surveys. Results indicated a statistically significant improvement in the quality of research proposals from the experimental group compared to the control group, alongside positive feedback from students regarding the mentorship's enhanced guidance and support. Based on these findings, it is recommended that educational institutions with TVL programs adopt developmental mentorship initiatives to foster supportive learning environments and further research be conducted to assess the program's cost-effectiveness and scalability.

Keywords: Research, Mentorship



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Action Research: Teaching and Learning

**ENHANCING EDUCATIONAL ACCESS IN ATTENDANCE THROUGH
SVES CARES**

RICHELLE JAIN-MALUMBAGA
San Vicente ES

ABSTRACT

This study investigates the impact of the holistic learner support program “SVES C.A.R.E.S (Child-friendly Advocating Resiliency and Excellence in School)” on improving educational access, attendance, and academic performance among underprivileged learners at San Vicente Elementary School. Utilizing a sample of 15 respondents from the 70 students who received the SVES CARES Learning Kits, which included essential school supplies, reading materials, and resources, the research employed a descriptive approach to assess the program's effectiveness. Findings revealed a significant improvement in learners' engagement in classroom activities, reflected in their performance ratings, as well as increased attendance, demonstrating heightened motivation to access education. This study contributes to the growing body of knowledge on holistic support programs for elementary learners and underscores the importance of the Matatag Agenda in fostering successful school initiatives. It is recommended that educational institutions expand such programs to promote equity, resilience, and student success, aligning with the objectives of providing quality basic education and enhancing learner well-being.

Keywords: Educational Access, less fortunate learners, holistic support program



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Action Research: Teaching and Learning

THE EFFECT OF "MATH BOOST: EMPOWERING LEARNING THROUGH PRACTICE AND SUPPORT" A WORKTEXT AS SUPPLEMENTAL LEARNING MATERIAL TO THE ACADEMIC PERFORMANCE OF GRADE 9 STUDENTS OF A.O. FLOIRENDO NATIONAL HIGH SCHOOL

CRISTINA N. PACATAN
A. O. Floirendo NHS

ABSTRACT

This action research study aims to enhance the academic performance of grade 9 students in mathematics at A. O. Floirendo National High School by implementing a teacher-made worktext as a supplemental learning material. The study involved 40 randomly selected students from Grade 9-Beryllium and Grade 9-Copper who were divided into experimental and control groups. The intervention utilized a specifically designed worktext to reinforce key math concepts and provide additional practice opportunities. Pretest and posttest assessments were conducted to evaluate the impact of the worktext on students' math achievement, revealing a statistically significant improvement in the academic performance of students who used the worktext compared to those in the control group. The findings indicate that integrating worktexts as supplemental learning materials effectively supports students' understanding of mathematical concepts and enhances their academic performance. It is recommended that teachers continue to incorporate worktexts in mathematics instruction to reinforce learning and improve student outcomes.



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Action Research: Teaching and Learning

**INCREASING STUDENTS' CLASSROOM ENGAGEMENT THROUGH ON-PURPOSE
ERRING STRATEGY (OPES) IN CAPSTONE RESEARCH: AN ACTION RESEARCH**

IAN REGGY B. PARING
Panabo City NHS

ABSTRACT

This study explored the effectiveness of the On-purpose Erring Strategy (OpES) to increase students' classroom engagement in Capstone Research. Particularly this aimed to determine the perceived students' classroom engagement before and after exposing to On-purpose Erring Strategy (OpES) in Research Capstone and the Conventional Approach in Research Capstone; and to determine whether there was a significant difference exists between the two means. A comparative-correlational research design was employed in the study. As a result of the analysis, there was an increase in the perceived level of students' classroom engagement among students when exposed to OpES. However, a slight increase was observed using the conventional approach. Moreover, it was found that both OpES and conventional approach were still effective, but a huge increased was observed in the gain score of students exposed to OpES. Considering these results, educational leaders, policymakers, and teachers may use OpES as a potential strategy in increasing students' classroom engagement.

Keywords: On-purpose Erring Strategy (OpES), Conventional Approach, Classroom engagement, Teaching and Learning



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**AN ACTION RESEARCH ON IMPROVING CLASSROOM PERFORMANCE AND
INTERACTION RESEARCH IN MATHEMATICS GRADE 1 TEACHING**

JENNIFER C. ANDONG
Nanyo Central ES

ABSTRACT

This action research study aims to assess the numerical and reading comprehension levels in Mathematics among Grade I – Honest students, focusing on three levels of comprehension questions: literal, inferential, and analytical. Data were gathered through the Rapid Mathematics Assessment, revealing that the students achieved an enhancement level in literal questions with an average score of 88.62%. In contrast, the comprehension level for inferential questions related to multiplication and division was categorized as consolidation, with a score of 65.71%. Additionally, students demonstrated an intervention level in analytical questions involving addition and division word problems, scoring 50.85%. Overall, the study concludes that the reading and numerical comprehension level of the Grade I – Honest pupils is at a consolidation stage, with a mean score of 68.39%. Based on these findings, it is recommended that targeted instructional strategies be implemented to enhance students' analytical skills and support their overall mathematical understanding.



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Action Research: Teaching and Learning

**WORD SEARCH PUZZLE: A STRATEGIC INTERVENTION ON IMPROVING
STUDENTS' SPELLING IN GRADE 3 LEVEL AT CONCORDIA A. SISON ES**

JOEVIE B. TUBA
Concordia A. Sison ES

ABSTRACT

This study investigates the effectiveness of a strategic intervention using Word Search Puzzles to improve the spelling skills of Grade 3 students at Concordia A. Sison Elementary School. Spelling is a fundamental literacy skill essential for students' learning performance; however, many students struggle with it, presenting a challenge for teachers. The research employed a quasi-experimental design involving 19 Grade 3 students divided into two cycles. In the first cycle, a control group of 10 students received traditional spelling instruction, while the second cycle involved an experimental group of 9 students using the Word Search Puzzle game strategy. Data collected from pre-tests and post-tests were analyzed using mean percentages and mean scores, revealing significant improvements in spelling skills among students in the experimental group compared to the control group. The findings indicate that the Word Search Puzzle strategy is effective in enhancing students' spelling abilities. Based on these results, it is recommended that teachers incorporate engaging spelling games like Word Search Puzzles into their instructional practices to further support literacy development.

Keywords: Strategic Intervention, Word Search Puzzle



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**EXPLORING THE ROLE AND EXPERIENCES OF CAMP PRACTITIONERS IN THE
NATIONAL LEARNING CAMP PROGRAM**

JUNNITTE B, RULONA
San Vicente NHS

ABSTRACT

This qualitative research employs phenomenology to explore the roles and experiences of camp practitioners in the National Learning Camp (NLC) Program. Phenomenology seeks to uncover the essence of lived experiences associated with a specific phenomenon, offering insights into the fundamental nature of those experiences. Purposive sampling was used to select participants, comprising educators involved in the NLC Program during the 2022–2023 End-of-School Year break. Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) were conducted, with participants providing informed consent. Confidentiality and anonymity were ensured throughout the study, and ethical considerations were carefully addressed. Thematic analysis was employed to analyze the data, revealing key themes and insights into camp practitioners' roles, experiences, and challenges within the NLC Program. The study's rationale lies in the importance of experiential learning and the need to enhance educator competency to improve learner outcomes. The research questions focus on understanding camp practitioners' roles and challenges in the NLC Program. The study's scope encompasses six teachers from San Vicente National High School in the Panabo City Division, representing English, Math, and Science subjects. Additionally, four secondary principals and one NLC focal person participated in FGDs to provide broader perspectives on the program's implementation. Limitations include a small sample size and geographical focus, potentially limiting generalizability. Despite these limitations, this research offers valuable insights into camp practitioners' roles and experiences, contributing to ongoing efforts to evaluate and enhance the NLC Program for improved educational outcomes.

Keywords: Differentiated and Engaging Teaching, Flexible and Innovative Teaching, Resource Provision and Community Engagement, Communication and Trust, Technological Integration, Student Engagement and Motivation, Parental and Community Involvement, Balancing Personal and Professional Responsibilities



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Action Research: Teaching and Learning

**IMPROVING GRADE 6 PUPILS' MATHEMATICS PROBLEM- SOLVING SKILL
THROUGH SCHEMA-BASED INSTRUCTION**

MA. LYNN J. PIZON
Antonio O. Floirendo ES II

ABSTRACT

This study aimed to investigate the efficacy of schema-based instruction in enhancing the mathematics problem-solving skills of Grade Six pupils at Antonio O. Floirendo Elementary School II, employing a one-group experimental design with pretest and post-test assessments. The sample consisted of thirty-four (34) Grade Six pupils, who were initially assessed to establish a baseline for their problem-solving performance. The intervention involved structured schema-based instruction techniques that guided pupils in activating and applying relevant mental frameworks to solve mathematical word problems. Results revealed a significant improvement in problem-solving performance, with comparative analyses showing statistically significant increases in accuracy and efficiency from pretest to post-test scores. The findings highlight the effectiveness of schema-based instruction as a valuable teaching approach for promoting deeper comprehension, critical thinking, and proficiency in mathematics. Based on the study's outcomes, it is recommended that educators receive professional development on schema-based instruction methods and that this approach be integrated into the standard curriculum to further enhance mathematics learning outcomes at the elementary level.

Keywords: schema-based instruction, mathematics word problems, problem-solving skill



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**PHET SIMULATION: A TOOL IN IMPROVING THE ACADEMIC PERFORMANCE OF
GRADE 7 STUDENTS IN MOTION**

MARVIN SALAHID
JOY B. KAKILGAN
Panabo City NHS

ABSTRACT

This action research study was conducted to determine the effectiveness of using PhET simulations as an instructional tool to improve the understanding of motion concepts among Grade 7 students. The study aims to establish how student learning is influenced by interactive simulations, design and implement instructional strategies using the web simulation, and assess their impact on students' understanding and application of motion concepts. The research seeks to increase students' knowledge and expertise on the topic of motion by integrating the simulation into teaching and evaluating its effectiveness.

Data for this research will be collected using quantitative methods. Pre- and post-tests are designed to measure students' knowledge of motion concepts before and after the intervention. The scores from these tests will be averaged to determine the overall improvement in students' understanding. A t-test will also be conducted to statistically compare the post-test scores, providing an objective measure of the impact of PhET simulation activities on student learning. By relying on quantitative measures, this research aims to present a clear and objective case for how PhET simulations can help Grade 7 students develop a stronger understanding of motion concepts.



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Action Research: Teaching and Learning

**LACC (LOCALIZED AND CONTEXTUALIZED COMPETENCY-BASED STORIES): ITS EFFECT
TO THE READING COMPREHENSION OF INTERMEDIATE CLASSES IN FILIPINO OF
PANABO CENTRAL ES SPED CENTER**

EMILY PALABRICA
WILMA MAGALLEN
MARY DEAN PASCUAL
Panabo Central ES SPED Center

ABSTRACT

This study addressed the problems in reading comprehension skills among Grade IV, V, and VI learners at Panabo Central Elementary School SPED Center. It aimed to investigate whether the use of Localized and Contextualized Competency-based (LACC) Stories led to significant improvement in the target skill, particularly in this new normal where learners engage in face-to-face learning. The subjects were forty regular learners from Grades Four, Five, and Six. Each learner was given a pre-test on the target skill using the Phil-IRI. Data were analyzed, an intervention was introduced and implemented over twelve weeks, and feedback from learners was consolidated and presented. Additionally, the Phil-IRI post-test was administered to measure improvement. Findings showed a significant increase in the mean score on the post-test compared to the pre-test after twelve weeks of intervention. Results indicated that learners developed their comprehension skills through the use of LACC Stories.