



Republic of the Philippines  
**Department of Education**  
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*Action Research: Teaching and Learning*

**DIWANG ESPINOY: A SCHOOL ENHANCEMENT PROGRAM TO MITIGATE  
STUDENTS' LEAST LEARNED COMPETENCIES IN EDUKASYON SA  
PAGPAPAKATAAO**

RUGENE D. IBARRA  
Panabo City NHS

**ABSTRACT**

This study aimed to determine the effectiveness of a school-initiated video lesson intervention in the Edukasyon sa Pagpapakatao Department of Panabo City National High School, known as "Diwang EsPinoy." Using students' least-learned competencies as the basis for crafting the video lesson materials, the researcher selected teacher-presenters from the department. Each video lesson included a quiz to evaluate students' learning. Results revealed that the mean score of students before the intervention was 15.33, which increased to 19.58 after the intervention. Furthermore, data indicated a significant difference between the students' pre- and post-test mean scores, with a p-value of .000, which is less than the .05 level of significance. This suggests that the intervention was effective. The findings of this study may provide insights and ideas for educators on improving student learning outcomes.

**Keywords:** Diwang EsPinoy, Least Learned, school enhancement program



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**EFFECTIVENESS OF BILINGUAL INSTRUCTION IN IMPROVING THE ACADEMIC PERFORMANCE OF GRADE 8 TECHNOLOGY IN LIVELIHOOD EDUCATION STUDENTS**

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**ABSTRACT**

Language is a way of communication with other people. It's how teachers pass on knowledge to their students. Right now, teachers aren't sure which language to use when they teach. Studies in our country and overseas show that bilingual education works well. It is in the context that this research investigated the effectiveness of bilingual instruction in improving the academic performance of Grade 8 students in Panabo City National High School. This study employed the descriptive design of research. The respondents of the study were the fifty-two (50) Grade 8 students under the Basic Education Curriculum (BEC) of Panabo City National High School. Twenty-five (25) students were the respondents in the experimental group while twenty-five (25) respondents were in the control group. Based from the results, there was a high in academic performance when students are exposed to bilingual mode of instruction which manifested that students who learned in two languages shows how well using multiple languages works in class. It shows how important language is in school and why we need teaching methods that can change to fit different students' needs.

This study investigated the effectiveness of bilingual instruction in improving the academic performance of Grade 8 Technology and Livelihood Education students at Panabo City National High School. Employing a descriptive research design, the study involved fifty (50) Grade 8 students, with twenty-five (25) in the experimental group receiving bilingual instruction and twenty-five (25) in the control group receiving traditional instruction. The findings indicated a significant enhancement in academic performance among students exposed to bilingual instruction, suggesting that learning in two languages positively impacts comprehension and engagement in the classroom. These results highlight the importance of adopting flexible teaching methods that accommodate diverse linguistic backgrounds and learning needs. It is recommended that educators integrate bilingual instruction strategies into the curriculum to further support student learning and improve educational outcomes.

**Keywords:** Bilingual, Academic Performance, Mode of Instruction



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**INTEGRATING ITS (INNOVATIVE TEACHING STRATEGIES) IN TEACHING MATHEMATICS FOR GRADE V STRUGGLING LEARNERS AT RODRIGO D. MABITAD SR. ELEMENTARY SCHOOL**

YVETTE G. GONIO  
Rodrigo D. Mabitad Sr. ES

**ABSTRACT**

This study investigates the impact of integrating Innovative Teaching Strategies (ITS) in teaching mathematics to Grade V students who struggle with mathematical concepts at Rodrigo D. Mabitad Sr. Elementary School. The research utilized a pretestpost-test design with a sample of 20 students, employing a validated 20-item questionnaire to assess their mathematical performance before and after a two-week intervention period that included differentiated instruction, active learning, and technology-based learning experiences. Results indicated a significant improvement in students' mean scores, rising from an average of 2.65 to 8.25, demonstrating enhanced problem-solving skills and understanding of arithmetic concepts. The findings suggest that ITS can effectively provide equitable access to quality education for struggling learners. It is recommended that professional development for teachers be enhanced, curriculum modifications be made, additional resources be developed, and continuous monitoring of student progress be implemented.

**Keywords:** Innovative Teaching Strategies, Teaching Mathematics, Struggling Learners



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Action Research: Teaching and Learning

**WORD NETWORK: EPEKTIBONG TEKNIK SA PAGPAPALAWAK NG TALASALITAAN NG MGA MAG-AARAL NG BAITANG 8 AT 7 NG SCIENCE, TECHNOLOGY AND ENGINEERING PROGRAM SA PANRUANG TAON 2023-2024**

JENELYN U. FUENTES  
Panabo City NHS

**ABSTRACT**

Ang pag-aaral na ito ay naglalayong linangin at palawakin ang talasalitaan ng mga mag-aaral ng baitang pito (7) ng pangkat Galaxy at Universe at baitang walo (8) ng pangkat Flora at Fauna ng Panabo City National High School sa panuruang taon 2023-2024. May pitumpu't anim (76) na kalahok sa controlled at experimental na pangkat na binubuo ng tigtatatlumpu't pito (37) na mga mag-aaral sa baitang 8 at tigtatatlumpu't siyam (39) na mag-aaral sa baitang 7 ng Science, Technology and Engineering Program. Teacher-made test na binubuo ng tatlumpu (30) na katanungan ang ginamit na kasangkapan sa pagkalap ng mga datos upang malaman ang kakayahan ng mga mag-aaral sa pagbibigay ng kahulugan ng mga salita gamit ang Word Network. Ang Teacher-made test na ito ay hinalaw mula sa pag-aaral ni r. Emelita G. Valdez ng Dili National High School sa Santa Cruz, Ilocos Sur. Ang dulong na ginamit sa kilos-pananaliksik ay eksperimental na paraan. Mean, Standard Deviation, at T-test ang mga ginamit para malaman ang kakayahan ng mga mag-aaral sa pagpapalawak ng talasalitaan sa pamamagitan ng Word Network. Ang mean ang isinagawa upang matukoy ang kakayahan ng mga mag-aaral sa paunang pagtatassa (pre-test) at panapos na pagtataya (post-test). Ang T-test ang ginamit para mabatid kung may kaugnayan ang kakayahan ng mga mag-aaral sa paggamit ng Word Network sa pagpapalawak ng talasalitaan.

Mga Susing Salita: word network, teknik, talasalitaan



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**EFFECTIVENESS OF READING PROGRESS IN MICROSOFT TEAMS: AN ONLINE PLATFORM IN IMPROVING THE LEVEL OF INTEREST OF GRADE 7 STUDENTS IN READING**

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**ABSTRACT**

This action research study investigated the impact of implementing Reading Progress in MS Teams on the motivation to read among Grade-7 students. Pre- and post-assessments were conducted to measure changes in students' level of interest. The results revealed a significant improvement in students' motivation to read following the intervention. Grade-7 students participated in the study. The pre-assessment showed a mean score of 3.17, indicating a neutral stance. However, after the 10-week intervention period using Reading Progress in MS Teams, the post-assessment mean score increased to 4.42, indicating a strong agreement in students' interest towards reading. Statistical analysis using a t-test demonstrated a significant difference ( $t = -22.836$ ) between the pre- and post-assessment scores, leading to the rejection of the null hypothesis ( $H_0$ ). These findings suggest that the implementation of Reading Progress in MS Teams positively impacted students' motivation to read. This study highlights the potential of integrating online platforms like Reading Progress in MS Teams to enhance students' interest in reading. The interactive features and engaging activities provided through the platform played a crucial role in fostering students' motivation. The results emphasize the importance of incorporating technology tools to create meaningful learning environments that promote students' motivation and interest in reading.

**Keywords:** MS Teams' Reading Progress, Online Platform, Students' Motivation, Intervention



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*Action Research: Human Resource Development*

**CULTIVATING RESILIENCE: ACTION RESEARCH ON STRENGTHENING ANGER MANAGEMENT FOR ELEMENTARY EDUCATORS**

JEANY B. SUDARIA  
A.O. Floirendo Elementary School

**ABSTRACT**

This action research study investigates the effectiveness of a structured 12-week anger management program designed to enhance emotional well-being and support academic success among elementary school teachers at A.O. Floirendo Elementary School. Recognizing that teachers often face stressors such as workload and challenging student behaviors that can lead to unmanaged anger, the study integrates evidence-based interventions into Learning Action Cell sessions. Key components of the program include event and cue recognition, awareness of the aggression cycle, cognitive restructuring, assertiveness training, and conflict resolution models. The effectiveness of these interventions was evaluated through pre- and post-intervention surveys measuring changes in teachers' anger management skills. Fifteen participants engaged in data collection through surveys and focus group discussions, yielding both quantitative and qualitative insights. Analysis of the data revealed significant improvements in self-awareness, coping mechanisms, and support systems, with teachers reporting enhanced abilities to recognize and manage anger triggers and maintain a positive classroom environment. The findings highlight the importance of structured anger management interventions. It is recommended that schools implement training programs focused on emotional intelligence and conflict resolution to further support teachers' professional development and sustain these positive outcomes in educational settings.

**Keywords:** anger management, elementary school teachers, emotional regulation, intervention, education



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*Basic Research: Teaching and Learning*

**ASSESSING THE EFFICACY OF CATCH-UP FRIDAYS INITIATIVE IN ENHANCING STUDENTS' READING PROFICIENCY**

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**ABSTRACT**

This study investigates the impact of the "Catch-up Fridays" initiative on enhancing students' reading proficiency. Implemented as an educational intervention, "Catch-up Fridays" provides additional focused reading sessions for students lagging in their reading skills. The research adopts a mixed-methods approach, combining quantitative assessments of reading proficiency scores with qualitative feedback from students from diverse backgrounds, participating over a 12-week period. Preliminary results indicate a statistically significant improvement in reading proficiency scores among participants. Furthermore, qualitative data reveal increased student engagement and confidence in reading. These findings suggest that the "Catch-up Fridays" initiative is an effective strategy for improving reading proficiency, with implications for broader educational practices and policies aimed at closing the reading achievement gap. Further research is recommended to explore long-term outcomes and the potential for replication in different educational settings, alongside the incorporation of additional strategies to sustain and enhance reading proficiency beyond the initiative's duration.

**Keywords:** Catch-up Friday, reading proficiency, quantitative assessment, qualitative feedback, Panabo City



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*Basic Research: Teaching and Learning*

**INTERNET LITERACY SKILLS IN LEARNING MATHEMATICS OF GRADE 11 SENIOR HIGH SCHOOL STUDENTS: BASIS FOR ENHANCEMENT PROGRAM**

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**ABSTRACT**

This study aims to determine the internet literacy skills of Grade 11 students and their impact on learning mathematics at A.O. Floirendo National High School during the 2023-2024 school year. Employing descriptive and correlation designs, the research utilized stratified random sampling to select 167 respondents, gathering data through two adopted survey questionnaires analysed using mean, standard deviation, Pearson r, analysis of variance, and regression methods. Findings revealed that while students occasionally demonstrated internet literacy skills, their academic performance in mathematics was low, with significant differences observed based on specialization. Notably, internet literacy skills did not correlate positively with mathematics performance; however, a negative correlation was identified between internet interaction and academic performance. Multiple regression analysis indicated that both internet interaction (p-value of 0.043) and autonomous learning on the internet (p-value of 0.021) significantly affect students' performance in mathematics. The study recommends forming a working group dedicated to enhancing internet literacy skills, encouraging teachers to effectively utilize online resources, and promoting student engagement in applying learned concepts to improve both internet literacy and mathematical proficiency. Further research is suggested across different grade levels and disciplines to validate these findings.

**Keywords:** internet literacy skills, academic performance in mathematics, descriptive and correlation design, grade 11 senior high school, A.O. Floirendo National High School



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**EXPLORING THE IMPACT OF VALUES EDUCATION ON THE MORAL DEVELOPMENT OF GRADE 6 PUPILS IN GREDU ELEMENTARY SCHOOL IN THE DIGITAL AGE**

DINAH S. RAPISORA  
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**ABSTRACT**

This action research, titled "Exploring the Impact of Values Education on the Moral Development of Grade 6 Pupils in Gredu Elementary School in the Digital Age," investigates how values education influences the ethical growth of young learners amid the challenges and opportunities presented by the digital era. Motivated by the need to assess the effectiveness of values education in fostering ethical behavior, particularly following the disruptions caused by the two-year pandemic, the study engaged 206 Grade 6 students, their teachers, and the school principal through qualitative methods, including observations, interviews, and focus groups. Findings reveal that values education significantly contributes to students' moral development, equipping them with the skills to navigate the digital landscape responsibly, as students exhibited a strong moral foundation despite the challenges. The research highlights the critical role of educators and parents in reinforcing these values, indicating that a collaborative effort between school and home is essential for continuously teaching ethical principles. Based on these insights, the study recommends implementing strategic and consistent values education programs that integrate effective teaching methodologies and foster a supportive environment. By prioritizing collaboration among educators, parents, and policymakers, we can guide students to become morally conscious individuals capable of making ethically informed decisions in the digital age.



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*Basic Research: Child Protection*

**RAINBOW AT SCHOOL: UNVEILING THE LIVED EXPERIENCES OF THIRD GENDER LEARNERS IN THE HALLS OF LEARNING**

ERMELINDA E. TORRES  
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A.O Floirendo NHS

**ABSTRACT**

This study aims to describe the lived experiences of third-gender learners within the school environment, focusing on the complex web of challenges and perspectives that shape their educational journey. Specifically, it explores the difficulties faced by third-gender learners and the coping mechanisms they develop to navigate issues of self-identity in school settings. The research involved three currently enrolled senior or junior high school students in public schools within the Panabo City Division who identify as gay third-gender individuals. Utilizing qualitative research methods grounded in phenomenology, data were collected through in-depth interviews (IDI) and analyzed using thematic analysis. Four major themes emerged from the participants' narratives: Aesthetic Self-Expression; Bullying and Suppressed Confidence; Positive Outlook; and Belongingness and Support. The findings emphasize the need to promote self-expression and identity exploration, address bullying while fostering respect, celebrate resilience, empower student agency, and cultivate a culture of belonging and support within educational settings. This study holds significant implications for teachers, school personnel, Department of Education officials, students, and future researchers, underscoring the importance of creating an inclusive environment that respects and values the experiences of third-gender learners.

**Keywords:** Third-gender learners, lived experiences, qualitative-phenomenological design, thematic analysis, Panabo City, Davao del Norte Philippines.



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*Basic Research: Governance*

**EMPOWERING GRADE 6 EDUCATORS USING CONTEXTUALIZED TEACHING AND LEARNING THRU LEARNING AREAS CONNECT: AN EXPLORATORY APPROACH**

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**ABSTRACT**

This study explores Grade 6 educators' experiences in implementing CTL through L.A. Connect in face to face learning setting. It aims to understand the benefits, challenges, and best practices associated with this approach, providing insights for educational stakeholders. A qualitative phenomenological approach was adopted, involving eleven Grade 6 teachers from Panabo Central Elementary School SPED Center. Data were collected through in-depth interviews and focus group discussions, followed by thematic analysis to identify key themes and insights. Teachers emphasized the necessity of thorough preparation and collaboration during the planning stage, aligning CTL activities with curriculum objectives and student interests. Successful implementation was marked by increased student engagement and participation, though challenges included technological issues and varying levels of student access to devices. Teachers adopted strategies such as technological adaptation, flexibility, creativity, and peer support to cope with these challenges. Insights highlighted the value of CTL in fostering deeper understanding and the importance of institutional support, continuous reflection, and adaptation. CTL through L.A. Connect enhances student engagement, critical thinking, and holistic understanding. The study recommends ongoing professional development, equitable access to technological resources, collaborative planning, institutional support, continuous reflection and adaptation, and parental involvement to enhance the effectiveness of CTL in Grade 6 education.

**Keywords:** Contextualized Teaching and Learning, Grade 6 Education, Interdisciplinary Learning, Blended Learning, Educational Innovation, Teacher Empowerment.



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*Basic Research: Governance*

**NAVIGATING CHALLENGES AND OPPORTUNITIES: A PHENOMENOLOGICAL STUDY ON SCHOOL HEADS ASSIGNED IN REMOTE AREAS**

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**ABSTRACT**

This study sought to explore the challenges and insights of school heads assigned to remote areas. It utilized a qualitative approach, specifically a phenomenological design, involving school heads as participants. Twelve school heads from remote areas in the Panabo City Division were selected based on criteria for participation in in-depth interviews and focus group discussions. The findings highlight three key challenges faced by school heads: financial scarcity, remote accessibility issues, and adverse weather conditions. Notably, the study explored effective strategies employed by school heads to address these challenges, including the effective management of time and resources. They demonstrated concern for health, safety, and well-being, and engaged in collaborative leadership. Additionally, the study identified insights shared by school heads with other school leaders managing remote schools, such as building resilience and adaptability and fostering collaborative leadership. Based on these findings, the study emphasized the importance of government and stakeholder support and underscored the significant role of school heads in remote areas.

**Keywords:** School heads, remote areas, lived experiences, qualitative, phenomenology, Philippines



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*Basic Research: Human Resource Development*

**ASSESSING THE GLOBAL CITIZENSHIP EDUCATION LANDSCAPE: A GAO ANALYSIS  
AMONG RIZAL ELEMENTARY TEACHERS AS THE BASIS FOR CAPACITY BUILDING  
DEVELOPMENT INITIATIVES**

CHERRY LYN V. BALBACAL  
MARIA LINA RUBY J. MAAMBONG  
EMELITA L. FLORES M  
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**ABSTRACT**

This study examines the landscape of global citizenship education (GCE) among teachers at Rizal Elementary School, identifying gaps and areas for capacity development initiatives essential for effective implementation. Utilizing a comprehensive gap analysis through both qualitative and quantitative methodologies, the research evaluates teachers' competencies in teaching GCE, focusing on pedagogical competence, cultural competence, and global awareness. Findings reveal that while global awareness ranked highest among the three sub-variables, followed by cultural competence and pedagogical competence, the overall grand mean average of 3.78 indicates that GCE is only moderately observed in teaching practices. This moderate observation may be attributed to teachers' confusion regarding the integration of GCE into their lessons, highlighting the urgent need for targeted training and workshops to equip educators with necessary pedagogical approaches and assessment tools. Based on these findings, the study recommends developing a structured capacity-building program that includes professional development workshops focused on GCE pedagogies, creating collaborative platforms for teachers to share best practices, and incorporating GCE assessments into existing curricula. By addressing these gaps, this study contributes to enhancing teachers' competencies in fostering global citizenship among students and improving the quality and effectiveness of GCE at Rizal Elementary School.

**Keywords:** Global Citizenship Education, Rizal Elementary School Teachers, Gap analysis



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**A STRUCTURAL MODEL OF WORK PRODUCTIVITY OF DEPED EMPLOYEES AS  
INFLUENCED BY BURNOUT, ETHICAL LEADERSHIP, AND ORGANIZATIONAL  
CITIZENSHIP BEHAVIOR**

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BERF Grantee 2023

**ABSTRACT**

This study generated structural model of the Work Productivity of DepEd Employees as Influenced by Burnout, Ethical Leadership, and Organizational Citizenship Behaviour based on the findings of the study. A quantitative method design was used through structural equation model. Four downloaded questionnaires from the web was used in collecting the data. Also, Mean, Pearson r, Multiple Regression Analysis, and Structural Equation Modelling was used for statistical tools. There were three hypothesis that were tested in the study, to wit: significant relationship between burnout and work productivity of employees, ethical leadership and work productivity of teachers, and organizational citizenship behaviour and work productivity of employees; that there is no exogenous variable that best influences the work productivity of employees; and that there is no model that best fits the work productivity of employees. A proposed activity design was formulated based on the results of the study.

**Keywords:** 2023, governance, office employees, sequential equation model, work productivity, burnout, ethical leadership, organizational citizenship behaviour, Philippines



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**PURSUIT: THE ESCAPADE OF TEACHERS IN FACILITATING MODULAR LEARNING MODALITY AMIDST COVID-19 PANDEMIC**

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BERF Grantees CY 2021

**ABSTRACT**

**ABSTRACT**

This qualitative-narratological aimed to discover, divulged, and describe the lived experiences of the teachers in facilitating modular learning modality amidst COVID-19 pandemic. This study was gleaned from the transactional distance concept of Moore (1990) that includes gap that exists in every interaction in education. The distance is defined by the amount of communication between the student and the teacher and the structure of the course design. There is a greater transactional distance if an education program, like in certain traditional training programs, has more organizational structures and less dialog between student and teacher. This qualitative study delimited to the views and experiences of teachers of Mabunao National High School, Division of Panabo City who were facilitating printed modular learning modality. The data of this study were limited only to the responses and experiences of the (5) five teachers who are also class advisers. Further, this study was confined to the results of the in-depth interviews (IDI). In the participant's experiences, five (5) themes emerged namely: Insufficiency of Modules; Difficulty in Teaching Skill-Based Subjects; Excessive Workloads; Problem in Monitoring the Students; and Unreliability of Students' Outputs. In ways of coping, five (5) themes emerged namely: Participation in Various Webinars; Innovation of Learning Activities; Employment of Social Media; Collaboration with Colleagues; Assistance from Parent/Guardians. In insights, six (6) themes emerged: Learning Continuity; Challenging Learning Modality; Combination with other Modalities; Advanced Reproduction of Modules; Additional Workforce; and Minimal Face-to-Face Interaction.

**Keywords:** Teachers, Modular Learning Modality, Qualitative-narratological, Thematic Analysis, Mabunao, Panabo City, Philippines.



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**UNCOVERING THE EXPERIENCES OF PUBLIC SCHOOL TEACHERS ON  
THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING:  
PHENOMENOLOGICAL  
APPROACH**

SARAH JANE R. OMBLERO, PhD  
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**ABSTRACT**

This study mainly explored teachers' challenging experiences, coping mechanisms, and insights into implementing modular distance learning in one of the Division of Panabo City schools. This study employed qualitative research, specifically utilizing the phenomenological approach. Ten informants were part of the in-depth interview, and five participants for the focus group discussion. They were chosen through purposive sampling. Coding and thematic analysis were used in data analysis. The study's findings revealed that secondary teachers have challenging experiences in implementing modular distance learning, such as having insufficient numbers of the needed modules, experiencing problems in the distribution and retrieval of modules, struggling to attain quality education, and having difficulty communicating with students and parents. Meanwhile, teachers identified coping mechanisms in the implemented modality, such as becoming technology-oriented, cultivating good values, building positive relationships, and extending extra-mile service. These findings implied that implementing the modular distance learning approach can be overcome when teachers find ways to cope with those challenges. The participants gained insights on the implementation of the modality. This included having continued academic engagement, providing technical assistance to teachers, positively embracing change, and expanding the allocated budget. Results aid in a deeper understanding of the phenomenon, which is the basis for educational policymakers in creating intervention programs.

**Keywords:** Modular distance learning, phenomenological approach, Panabo City.



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**THE TRAVALS OF ELEMENTARY TEACHERS WITH MULTIPLE ANCILLARY FUNCTIONS: A CASE STUDY**

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**ABSTRACT**

This qualitative-case study aimed to describe the experiences of public elementary school teachers with multiple ancillary functions. A qualitative-case study approach was used in this study. The informants for the Key-informant-interview (KII) were the six (6) elementary school teachers of Rizal Elementary School. From the participants' experiences, six (6) themes emerged namely; overwork, emotional problem, personal sacrifices, financial insufficiency, time allotment, and determination. In ways of coping, five (5) themes emerged; time management, positivity, moral and financial support, and multitasking. Despite the hardship of life as teachers with multiple ancillary functions, they shared positive insights about their experiences with three (3) themes; Acceptance, Stress Tolerance and Meditation. The results revealed that most of the participants experienced negative feedback to their colleagues and cannot understand their sacrifices. Even though, this result cannot hinder their desire to help the school and everybody, their positive and negative experiences which challenged them to aspire more advancement to become better educators in spite of the hardship of life.

**Keywords:** Travails, multiple ancillary functions, public school teachers, Panabo City



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**THE IMPACT OF COVID-19 PANDEMIC TO SENIOR HIGH SCHOOL STUDENTS OF PANABO CITY SENIOR HIGH SCHOOL.**

MARY ANN A. Sael  
ALEJANDRA C. ENDRINA  
BERF Grantee CY 2023

**ABSTRACT**

This study aimed to determine the level of impact of COVID-19 pandemic to Senior High School students of Panabo City Senior High School, Barangay New Visayas, Panabo City Davao del Norte for the school year 2020-2021 employing the quantitative survey type method through the adaption from COVID-19 Student Stress Questionnaire (CSSQ, 2020) which consists of 7-item on a 5- point scaling and the stratified random sampling method to select the total of 392 respondents both Grade 11 and 12 with three academic strands: Accountancy, Business and Management (ABM), Humanities and Social Sciences (HUMSS) and General Academic Strand (GAS). In this study, the e-questionnaire google form was used for data gathering and applied Cronbach Alpha for its internal consistency which resulted to 0.72 or 72% acceptance level. Based on the findings, there were four (4) perceptions of COVID-19 pandemic: fear of contagion, social isolation, family relationships and academic life had resulted to moderate stressful level of impact to the respondents. Further, the analysis of the groupings of the respondents by gender, grade level and academic strand which revealed no indication of significant difference in the perceptions of the respondents toward COVID-19 global pandemic. It is recommended therefore that the School Head create a planning team that will lead in developing and implementing school learning recovery programs. School Medical Team should develop tools that will discuss COVID-19 with vulnerable students and their families. The said team should continuously and progressively provide health programs, information drive, webinars, and updates on COVID-19. School teachers should also keep strong and effective communication with the students and parents for proper pandemic containment measures.

**Keywords:** fear of contagion, social isolation, family relationships and academic life



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**EFFECTIVENESS OF VIDEO DISCUSSION (VD) STRATEGY IN TEACHING EARTH  
AND LIFE SCIENCE TO TECHNICAL VOCATIONAL AND LIVELIHOOD (TVL)  
STUDENTS**

CAJEGAS, DHAN FEBMAR S.  
BERF Grantee CY 2020

**ABSTRACT**

In a progressive education system in the Philippines, pupils are also evolving, and teachers must do the same. As a result of the implementation of K-12, students on the TVL track concentrate solely on their strands without realizing that the fundamental subjects are being taken for granted, resulting in lower test scores. To meet the requirements of students, teachers should implement new strategies. This is why the research developed the Video Discussion approach. To evaluate the efficacy of the approach, the research determined the mean scores of students exposed to the conventional and VD approaches. The researcher also addressed if there is a significant difference between the conventional and VD pre- and post-tests. The study also determined whether there is a statistically significant difference between the mean gain scores of conventional and VD approaches. Using the formula for calculating the mean, the researcher determined that the post test scores of the control group increased relative to the pretest scores of the experimental group. In these studies, the researcher also discovered that there is a significant difference between the pre-test and post-test scores of students who are exposed to both the conventional and intervention approaches. Comparing the primary scores to determine if there is a significant difference between the experimental and controlled samples revealed that there is a significant difference. In conclusion, the researcher determined that Video Discussion is an effective instructional medium for teaching Earth and Life sciences

**Keywords:** Video Discussion, Technical Vocational and Livelihood, Earth and Life Science



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**A CURIOUS CASE OF THE UNINTERESTED: A QUALITATIVE INQUIRY ON THE  
READING INTERESTS OF GRADE 10 LEARNERS**

MARJORIE CRISTELLE M. SIMENE  
BERF Grantee CY

**ABSTRACT**

This qualitative-phenomenological research aimed to explore and understand the experiences and insights of Grade 10 students as to their lack of reading interest along with the underlying issues in reading at a certain public secondary school in Panabo City. This study was seen through the concept of Moser and Morrison (1998) called "aliteracy". Aliteracy is the ability to read but lacking the motivation to read or uninterested in doing so, where students become uncommitted and lack the enthusiasm for reading. Ten (10) students underwent in-depth interview. As to experiences in reading, three (3) themes emerged: feels obliged to read, struggles with reading comprehension, and finds reading boring. As to factors behind their disinterest in reading, four (4) themes emerged: poor reading comprehension, negative perception towards reading, addiction to technology, and susceptibility to peer influence. As to the possible interventions based on students' insights, four (4) themes emerged: provide reading incentives, provide a variety of reading materials, lead by example, and teach students reading strategies. The results are significant to the administrators, teachers and other stakeholders to help engage the students in reading endeavors.

**Keywords:** education, reading interests, grade 10 students, qualitative-phenomenological research, thematic analysis, Panabo City, Philippines



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**EFFECT OF WHOLE BRAIN TEACHING IN MAXIMIZING STUDENT ENGAGEMENT  
IN SCIENCE 6**

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**ABSTRACT**

This research explores the effect of Whole Brain Teaching on maximizing the student engagement in learning Science 6. Poor student engagement poses a lot of problems inside the classroom and worst school drop-out. Thus, Whole Brain Teaching as an intervention to maximize student engagement is being tested in this research. It seeks to determine if Whole Brain Teaching is an effective strategy to increase student engagement in the three aspects: behavioral, emotional and cognitive. The means of behavioral engagement shows a mean difference of 0.60, emotional engagement has a mean difference of 0.61 while cognitive engagement displays a mean difference of 0.96 before and after the intervention. This Action Research used the descriptive quasi-experimental design to establish the causeeffect relationship between the intervention, the Whole Brain Teaching as the independent variable and Student Engagement as the dependent variable. Respondents of this study were determined through the non-probability sampling technique particularly the convenient sampling. The first two results suggest that the null hypothesis was accepted. The latter showing a mean difference of more than the p-value at 0.05 level of significance, equivalent to 25% change, the null hypothesis was rejected. It was revealed that the Whole Brain Teaching influenced positive change in all three aspects of engagement. However, it was significantly observed that the intervention affects the cognitive engagement the most. This goes to show that the approach is best used in dealing with students who need more cognitive enhancement.

**Keywords:** Whole Brain Teaching, Student engagement, Science 6



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**UNVEILING THE PERSPECTIVES OF STUDENTS ON THE  
PARTICIPATION IN ELECTRONIC SPORTS**

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**ABSTRACT**

This phenomenological study was designed to explore and understand deeply the perspectives of students on the participation in esports. Purposive sampling was used in selecting the participants who involved in this study. Five participants underwent in-depth interview and another five participants underwent focus group discussion. The data were gathered using in-depth interview and focus group discussion and analyze it thematically. As to the ten participants' perspectives on the participation in esports five major themes emerged namely: Mental Stability, Zeal to Earn, Dealing Social Relationship, Building Strategic Skills, and Repudiation of Priorities. Thus, participants coping mechanism in esports participation came out with different themes: Goal Setting, and Time Responsiveness. Student's insight in esports participation came out with different themes: Technological Advancement, and Parental Demands. The results are deemed significant to teacher, administrators, student, and other stakeholders to support and provide actions that will continually improve individual holistically. Moreover, community and parents can also understand and provide support to the needs of developing the behavioral aspect of the students' potentials and competence.

**Keywords:** *Junior High School, Qualitative-Phenomenological, Thematic Analysis, Panabo City Division, Philippines*



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**DECODING THE WHISPERS OF DEPRESSION**

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**ABSTRACT**

Philippines has one of the highest cases of depression in Southeast Asia despite being known to be resilient. According to national survey and research studies, millennials and Gen Z are the ones easily affected with it. Meanwhile, in the field of education, teachers have been encountering students with serious emotional problems of which they admittedly don't have proper training on how to handle as confirmed in various studies. Thus, this study was conducted to provide a better understanding of the behaviour of the depressed students and to give ideas or information on how to deal with them through the shared stories of 6 parents and 6 teachers. Furthermore, two themes emerged when asked about their observation on the behaviour of the depressed, namely: Psychological shift and Consult Healthcare Professionals. Another two themes on how people deal with the depressed which are Seeking Assistance or Information from Various Sources and Empathetic Support and Accommodation. Lastly, one theme on the question "how should a depressed person be dealt with" which is Compassionate support and Attitude Adjustment. The researchers recommend for the strengthening of counselling and protocol implementation and for the improvement of the advocacy on mental health among teachers and parents.

**Key words:** depression, behaviour of depressed students, advocacy on mental health, protocol addressing depression