



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

Office of the Schools Division Superintendent

**DIVISION MEMORANDUM**  
**SGOD 2024-0628**

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

Subject: **POLICY BRIEF UTILIZATION CY 2024**

Date: December 13, 2024

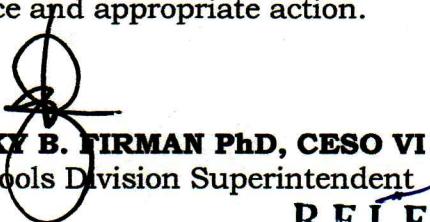
In line with our ongoing commitment to fostering a culture of research and evidence-based decision-making, this memorandum is issued to inform all concerned on the utilization of policy briefs that have been crafted. These policy briefs represent the culmination of our hard work and dedication to research, offering valuable insights and recommendations aimed of improving educational practices and programs.

We encourage all Public Schools District Supervisors, Education Program Supervisors, School Heads, Coordinators, and Program Implementers to thoroughly review the policy briefs resulting from research studies conducted. These documents contain research-based recommendations that can serve as effective tools in refining current practices, policies, and strategies.

It is expected that the insights and strategies highlighted in the policy briefs will be considered for integration into our respective School Improvement Plans and improvement initiatives. Furthermore, after reviewing the policy briefs, schools are requested to provide feedback on how they intend to implement the recommended strategies, which should be submitted to the Office of the Schools Division Superintendent for proper monitoring and evaluation.

Thank you for your continuous support and cooperation in utilizing research to drive positive change within our Schools and Division.

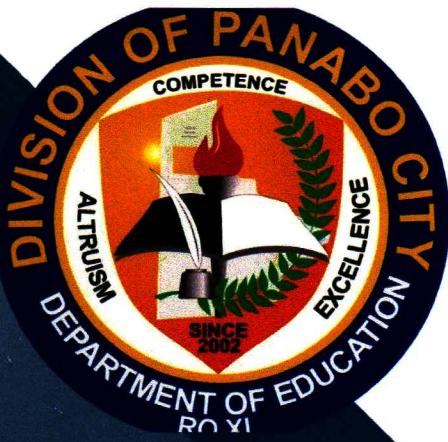
For information, guidance and appropriate action.

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

**RELEASED**

Enclosed as Stated  
SGOD/ABA/ESD

**DEC 16 2024**



# POLICY BRIEF

DEPARTMENT OF EDUCATION  
REGION XI  
**DIVISION OF PANABO CITY**  
*"The Forefront of Graduating Excellency"*

SDO PANABO CITY  
**CY 2024**



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

**Office of the Schools Division Superintendent**

The foundation of a resilient and adaptive educational system lies in the continuous pursuit of research-based solutions. At the Schools Division of Panabo City, we recognize the immense value of our research's efforts, which capture real-time insights and innovative practices tailored to the unique needs of our learners and communities.

In this light, I commend the dedication of our teachers and school heads who have translated their completed research studies into actionable and well-crafted policy briefs. These policy briefs are not just documents; they are instruments of change, offering practical recommendations to enhance educational policies, programs, and practices across our schools.

I urge all school heads, public school district supervisors, education program supervisors, program implementers, and stakeholders to actively engage with these policy briefs. Let us integrate the insights and strategies they offer into our decision-making processes, ensuring that our School Improvement Plan (SIP) are evidence-based and aligned with our shared mission to provide inclusive, quality, and equitable education for all.

Together, let us continue to champion a culture of research utilization, where every study conducted by our teaching and non-teaching personnel translates into meaningful action, fostering innovation, improving outcomes, and transforming lives.

Thank you for your unwavering commitment to making research matter in our schools.

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



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

**Office of the Assistant Schools Division Superintendent**

As we strive to continuously improve the quality of education in our division, the importance of evidence-based decision-making cannot be overstated. The completion of research studies by our teachers and school heads and the subsequent crafting of policy briefs signifies a crucial step toward aligning our policies and practices with the actual needs of our learners and communities.

I commend the dedication and effort of our teacher and school head researchers in transforming their findings into concise, actionable policy briefs. These documents offer innovative solutions and recommendations that have the potential to address challenges, optimize program implementation, and improve teaching and learning outcomes.

It is now our collective responsibility to maximize the value of these policy briefs by utilizing them as tools for reflection, planning, and decision-making at all levels of our educational system. Let us ensure that the insights they offer are not only acknowledged but also translated into actions that will drive meaningful improvements in our schools.

To our school leaders and stakeholders, may these policy briefs serve as a testament to the power of research in education and inspire a stronger commitment to creating a culture of innovation and excellence in our division.

Together, let us make every study count, every recommendation impactful, and every action purposeful.

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

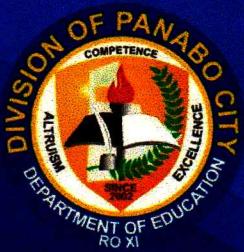
## **TABLE OF CONTENTS**

1. Revolutionizing Writing Instruction: Artificial Intelligence (AI) Tools Utilization  
Dioprey S. Ebol  
Panabo City NHS
2. Unveiling Teachers Excellence: Insights from Classroom Observations of Master Teachers  
Lynneth B. Baptista  
San Vicente ES
3. DMAJMNHS Teachers Work Challenges Amidst Blended Learning  
Marfe G. Mencidor  
Don Manuel A. Javellana MNHS
4. Boosting Research Skills in SHS Tracks  
Jo Janine Nikkie Rañolas and Christian Dave M. Rañolas  
A. O. Floirendo NHS
5. Policy Brief: Addressing Student Tardiness at Don Manuel JMNHS  
John Wendel P. Nicolas and Jean B. Singson  
Don Manuel A. Javellana MNHS
6. Enhancing DRRRM Education through Adaptive Task-Based Learning  
Prince Jireh C. Morales, Cyrus Barcena and Kerwin Infiesto  
Don Manuel A. Javellana MNHS
7. Factors Contributing to Grade 7 Students' Dislike of Mathematics in Don Manuel AJMNHS Year 2022-2023  
Milanie S. Concha  
Don Manuel A. Javellana MNHS
8. Enhancing Strategic Intervention Materials in Improving Academic Performance in Araling Panlipunan  
Aries R. Bastian  
A.O. Floirendo NHS
9. Math-Basa  
Cherryl T. Gabatilla & Conrada B. Cacayan  
Panabo Central ES Sped Center
10. Establishing Protocol in handling Depression among students  
Miracel L. Orboc, Clean War Orboc and John Visillas  
Panabo City NHS
11. Spellbound: Enhancing Spelling Skills in Science through Vocabulary Instructions  
Bonie R. Gloriane, Glorimie E. Ocon, Maria Cleofe M. Rosales  
A.O.Floirendo NHS

12. Policy Brief on Enhancing Student Performance in Cookery Through Garden-to-Table Strategy  
Norman L. Gabañete, Jelyn T. Guimbarda and Lourell Jane N. Ramos  
Don Manuel A. Javellana MNHS
13. May PAKI Tayo: Implementing Strategic Intervention Materials  
Aries R. Bastian  
A.O. Floirendo NHS
14. Project YARD (Young Adult Readers): Policy Brief on Teaching  
Ivy Marie P. Lumangcas and Jelly Jane N. Samarca  
Don Manuel A. Javellana MNHS
15. Policy Brief: "Support Strategies for Senior High Working Students  
Leny C. Abis and Emma M. Molina  
Don Manuel A. Javellana MNHS
16. Navigating Obstacles of Teachers: Understanding and Addressing Key Challenges  
Ana Lyn S. Nanol  
Namuag ES
17. Promoting Digital Etiquette: Teachers' Strategies for Addressing Students' Conduct on Messenger  
Ma. Elizabeth R. Astillo, Melchora O. Dumbase and Jean C. Malabarbas  
A.O. Floirendo NHS

PANABO CITY DIVISION

# POLICY BRIEF



## REVOLUTIONIZING WRITING INSTRUCTION: ARTIFICIAL INTELLIGENCE (AI) TOOLS UTILIZATION

NOVEMBER 2024

### EXECUTIVE SUMMARY

*"Artificial intelligence (AI) as an assistive tool in improving students' writing work"*

In this digital age, where too much reliance on technology is prevalent, the education sector is no excuse for this. Students nowadays spend most of their time on the gadgets. Furthermore, the problem of writing exists due to a lack of interest and motivation for several reasons, among them is the advent of technology. Hence, this study integrates technology while enhancing students' writing skills.

This policy highlights the integration of artificial intelligence into academic writing processes, which may potentially transform academic performance and scholarly communication while promoting responsible digital citizens.



## 01 ✓ RATIONALE

The concern for academic writing has become increasingly important because it does not receive as much attention as mathematics or reading and it has become more prevalent during the pandemic. Studies have recently revealed that a high percentage of students struggle with writing, which impairs their ability to think critically and analytically, leading to an even higher risk of writing skills deficiencies, which lowers academic performance. This issue is critical because it impacts students' involvement in writing. Addressing this problem is important as it prevents students from expressing their ideas and perceptions through writing.

Over the past years, a few programs have been implemented to address writing problems; however, this problem remains a challenge. Since there are not many prevailing studies on it, a new strategy is needed to address the issue.

This policy brief aims to highlight the need to enhance the academic writing skills of students and proposes the utilization of artificial intelligence as a solution. The purpose of this is to recommend actionable steps to address the prevalent gap in writing and alleviate the writing interest and overall writing skill status of the students.

## 02 ✓ METHODS

To understand the experiences of students in academic writing, the qualitative research method was used, and the data was collected through interviews. This policy brief relies on the information gathered from Grade 11-ICT students of Panabo City National High School. The data for this study was obtained from the experiences and insights of the participants through an interview, both individual and focused group discussion interviews. Thematic analysis was used to analyze the data to identify prevailing themes relative to writing difficulties and their coping mechanisms. This study was conducted throughout six (6) months from planning, presentation, and conduct of the study until submission, and five (5) participants were involved in this study through the snowball sampling method. The analysis then focused on the results conducted in the year 2023, from April to June, to analyze the concurrent experiences of the students in academic writing and their insights into using artificial intelligence.

## 03 ✓ RESULTS

Relative to the research questions, the main themes were drawn:

### 01

- **Apprehensive Mentality** - the students felt challenged and had difficulty forming clear and comprehensive sentences and did not have enough vocabulary.
- **Assertive Mindset** - after the integration of artificial intelligence, the students became more proficient and efficient in making academic writing.

### 02

- **Novice Thinking** - the students access artificial intelligence tools when they do not know when to start writing.
- **AI Dependent** - when they are left unaware of the topic presented by the teacher.

### 03

- **Working Buddy** - they considered AI as writing buddy for better writing experience.
- **Taking advantage with reservation** - they had fun working with it and it made their writing assignment easier.

Despite all positive insights, integrating online AI tools remains a challenge to everyone, especially when there is no available internet connectivity. Aside from that, this also calls for limitation and proper guidance by the teacher when implementing it in the class.

## 04 ✓ RECOMMENDATIONS

This policy aims to raise awareness of persistent issues in the schools, particularly in writing, and to promote a favorable view of the utilization of AI in the teaching-learning process.

According to the data analysis, it yields positive outcomes, and the students even enjoyed learning with AI integration. However, it is important to emphasize strong internet connectivity, its limitations, and proper teacher guidance. Additionally, further research should be conducted.

In addressing this, this policy highlights the following recommendations:

• Artificial intelligence integration should be done cautiously, highlighting its limitations, and ethical writing practices, such as originality, honesty, and credibility of works, should also be adhered to.

• Teachers may use AI as an assistive tool for students during the writing process, not the product of AI itself to be submitted for their final output. Also, proper guidance by the teacher is a must be observed during the process.

• Considering the negative views that others have about using artificial intelligence (AI) platforms, more research needs to be done in terms of aiding student's creativity.

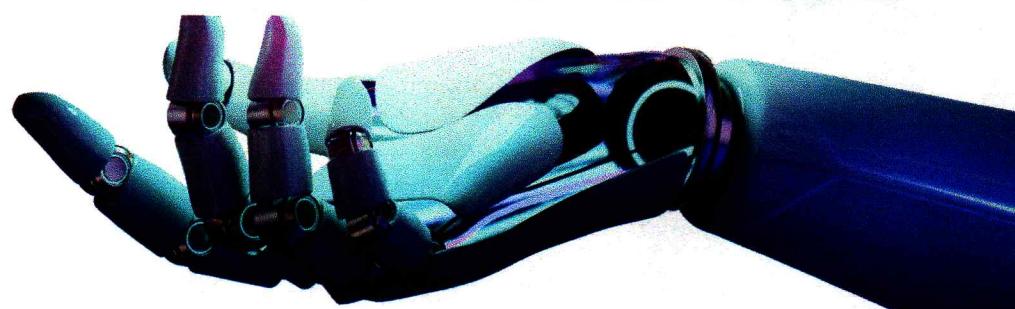
By taking these suggestions into account, perspectives regarding these tools might change, and the use of artificial intelligence tools has the potential to transform writing instruction.

## 05 ✓ REFERENCES

Ebol, D. (2023). *Befriended with Artificial Intelligence Tools in Technology Era (BAITTE): An Intervention to Improve Academic Writing Skills in the Lens of Grade 11 ICT D Students in Panabo City National High School S.Y. 2022-2023*. Division of Panabo City.

## 06 ✓ ACKNOWLEDGEMENTS

This policy brief would like to thank the Division of Panabo City, especially to Dr. Jinky B Firman, CESO VI, OIC-Schools Division Superintendent. To the Division office personnel specifically Sir Erick Dalumpines EdD, SEPS for Planning and Research, for providing technical assistance in the success of this policy.





# UNVEILING TEACHERS EXCELLENCE: INSIGHTS FROM CLASSROOM OBSERVATION OF MASTER TEACHERS

November 8, 2024

LYNNETH B. BAPTISTA



## EXECUTIVE SUMMARY

Teacher evaluation systems function as a navigational tool for achieving instructional excellence, offering clear guidance and feedback for teachers. Classroom observations using COT provide valuable insights and identify opportunities for growth.

To establish clear expectations for both personal and professional growth among teachers, DepEd Order No. 42, series of 2017, also known as the National Adoption and Implementation of Professional Standards for Teachers, aims to guide teachers towards quality learning and act as the catalyst for sustainable nation-building.

According to Halim, Shajida, and colleagues (2018), utilizing classroom observations for classroom evaluations presents several challenges. Nevertheless, many observers encounter difficulties in navigating the assessment process and in delivering effective feedback and suggestions for improvement. Notably, the master teachers of Panabo Central District face similar obstacles.

Classroom observation drawbacks include:

- FOCUS ON ISOLATED BEHAVIORS, NEGLECTING BROADER CONTEXT
- OBSERVER EFFECTS MAY ALTER BEHAVIORS OF TEACHERS AND STUDENTS
- TEACHER ANXIETY CAN IMPACT INFERENCE ACCURACY
- RISK OF MISUSING OBSERVATION DATA

The purpose of this policy brief is to facilitate transformational opportunities for teachers and Master Teachers, preparing them for advanced administrative roles. Additionally, it will identify training needs to enhance their instructional supervisory responsibilities.

## RATIONALE

According to Department of Education, Culture and Sports (DECS) Order No. 7, series of 1998, Master Teachers are promoted based on their qualifications and competence, with a requirement to supervise and mentor at least five teachers in the same subject area through clinical supervision, using the Classroom Observation Tool (COT).

However, Ojale (2019) highlights challenges Master Teachers face, including their heavy teaching schedules, lack of training, difficulties in using instructional technologies, and balancing various responsibilities. These issues underscore the need for supportive measures to enhance the effectiveness of Master Teachers.

According to Abasolo E. et al. (2021), teachers supervised by master teachers tend to perform better. Lack of supervision can hinder teachers' effectiveness and achievement of instructional goals.

Master teachers should manage their time effectively to support colleagues while fulfilling their teaching duties. Engaging in professional development on instructional technologies and mentorship can enhance their skills. Advocating for administrative support can reduce pressures, allowing for more focus on mentoring. By prioritizing these strategies, master teachers can improve educational outcomes, benefiting both teachers and learners.

## METHODS and RESULTS

### QUALITATIVE PHENOMENOLOGY DESIGN

Classroom observation within the framework of the RPMS in the Philippines is a comprehensive process that focuses on continuous professional growth for teachers. By using the Classroom Observation Tool (COT), it provides clear feedback, and goal-setting strategies, ensure teachers that they are supported in improving their teaching practices and meet the standards set by the Department of Education. Phases of support were the following:

**Pre-observation conference**, where both the observer and teacher agree on a definite time and date for the observation.

During the **classroom observation**, the master teacher or observer uses the **Classroom Observation Tool** as a guide to systematically assess the teacher's performance.

Following the observation, a **post-observation conference** is conducted to provide constructive feedback.

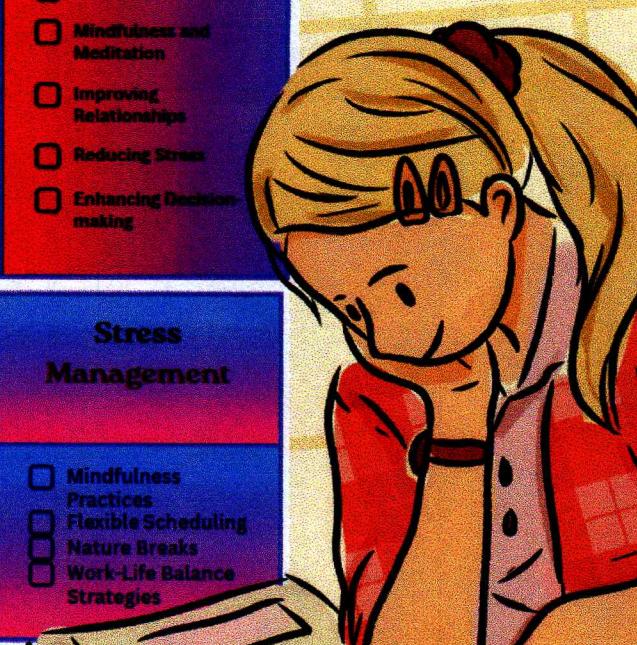
Highlighting the importance of master teachers' classroom observation, the researcher opted to conduct a thorough interview and have an in-depth understanding demonstrating the complex factors influencing teachers' excellence and quality. Moreover, it is by capturing the voices of participants to enrich our ideas and provide a foundation for further exploration and application.

This approach allowed for the identification of key themes and patterns across the data, providing rich insights into the participants' experiences and perspectives. Each theme was carefully reviewed and refined through coding to ensure accuracy and depth.

The analysis revealed several prominent themes that provide a comprehensive understanding of the study.



| Question #1  | Impart Knowledge   | Adjustment to Situations   | Continuous Professional Growth  |
|--|--|--|---|
| What are your experiences as Master teachers in conducting classroom observations? | <input type="checkbox"/> Implement peer feedback sessions<br><input type="checkbox"/> Use structured observation checklists<br><input type="checkbox"/> Showcase effective teaching practices and resources<br><input type="checkbox"/> Provide opportunities for teacher reflection post-observation. | <input type="checkbox"/> Flexibility in Teaching Methods<br><input type="checkbox"/> Responsive Classroom Management<br><input type="checkbox"/> Use of Technology<br><input type="checkbox"/> Individualized Support<br><input type="checkbox"/> Emotional Intelligence | <input type="checkbox"/> Reflective Practice<br><input type="checkbox"/> Feedback Utilization<br><input type="checkbox"/> Collaborative Learning<br><input type="checkbox"/> Targeted Professional Development<br><input type="checkbox"/> Goal Setting<br><input type="checkbox"/> Student-Center Approaches |



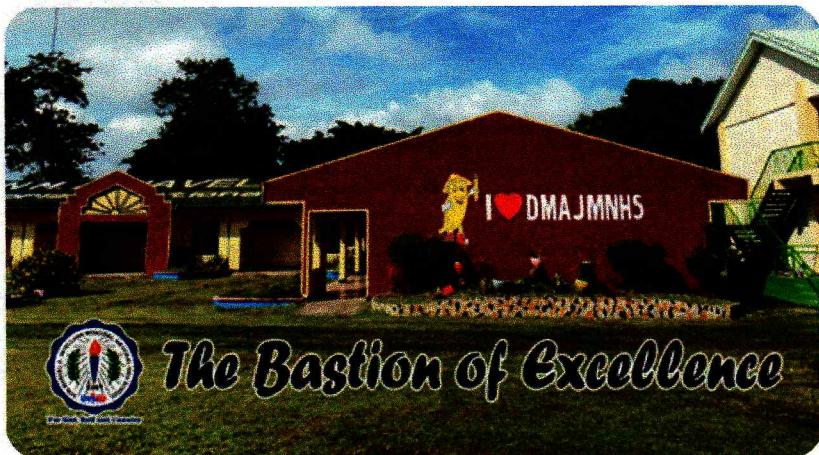
| Question #2   | Personal Growth  | Effective Communications   | Patience   |
|---|--|--|--|
| How are Master teachers transformed by these experiences? | <input type="checkbox"/> Mindfulness<br><input type="checkbox"/> Continuous Learning<br><input type="checkbox"/> Goal Setting<br><input type="checkbox"/> Journaling<br><input type="checkbox"/> Building Resilience<br><input type="checkbox"/> Time Management | Fostering active listening to ensure all parties feel heard and understood<br><input type="checkbox"/> utilizing clear and concise language<br><input type="checkbox"/> utilizing storytelling techniques to engage and inspire audiences. | <input type="checkbox"/> Cultivating Resilience<br><input type="checkbox"/> Mindfulness and Meditation<br><input type="checkbox"/> Improving Relationships<br><input type="checkbox"/> Reducing Stress<br><input type="checkbox"/> Enhancing Decision-making |



| Question #3  | Teachers Support   | Commitment to Work   | Stress Management   |
|--|--|--|---|
| What are the insights of the Master teachers in their experiences? | <input type="checkbox"/> Emotional Well-being<br><input type="checkbox"/> Supportive environment<br><input type="checkbox"/> Opportunity to provide Technical Assistance | <input type="checkbox"/> Innovation and Creativity<br><input type="checkbox"/> Strong Communication<br><input type="checkbox"/> Team Collaboration<br><input type="checkbox"/> Positive Work Environment | <input type="checkbox"/> Mindfulness Practices<br><input type="checkbox"/> Flexible Scheduling<br><input type="checkbox"/> Nature Breaks<br><input type="checkbox"/> Work-Life Balance Strategies |



| POLICY RECOMMENDATIONS   | Targeted training for MTs is a must! Turning master teachers into a champion coaches, ready to TA their co-teachers and learners into shape for academic success. |
|--|---|
| <p>The Philippine Professional Standards for Teachers complement the expectations on teachers quality from pre-service education to in-service training. It constitutes quality teaching/learning in the K to 12 Reform through well-defined domains, strands, and indicators that articulate professional learning, competent practice, and effective engagement.</p> <p>To foster MTs effectiveness on their roles and responsibilities DepEd should:</p> <ul style="list-style-type: none"> <li>Provide trainings and support teachers' professional development effectively.</li> <li>Focus areas for training include:           <ul style="list-style-type: none"> <li>Observation skills</li> <li>Feedback techniques</li> <li>Interpersonal relationship building</li> <li>Balancing mentorship and colleague roles</li> </ul> </li> </ul> |   |



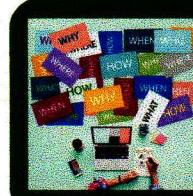
**DepED**  
**MATATAG**



## DMAJMNHS TEACHERS WORK CHALLENGES AMIDST BLENDED LEARNING

### EXECUTIVE SUMMARY

This research explored the challenges faced by DMAJ teachers after the COVID-19 pandemic, aiming to uncover issues related to the Department of Education's new learning implementation and how teachers are adapting to these changes. Specifically, the study investigated the professional and personal adjustments teachers made to continue developing their teaching and learning skills within the constraints of the new normal. The research draws on data from twelve selected teachers at DMAJMNHS, chosen from a pool of twenty-five through Simple Random Sampling. Findings reveal that the rapid shift to new instructional methods has created significant stress for teachers, many of whom were unprepared for the demands of remote teaching. These challenges highlight the critical role teachers play in education, as well as the urgent need for support and resources to aid their adaptation. Overall, this study underscores the necessity of providing teachers with the tools and training required to navigate the evolving educational landscape effectively and continue their professional growth despite the difficulties posed by the pandemic.



### METHODS AND RESULTS

This action research was conducted at Don Manuel A. Javellana Memorial National High School with 12 of the school's 25 teachers serving as informants. The researchers used the following methods: random informant identification via Roulette with a list of all teachers and came up with at least 12 informants/teachers out of 25. The researchers sent a letter to the main informants, as well as the questionnaires.

### RATIONALE FOR ACTION

This paper determined the lived experiences of teachers towards new normal education amidst the pandemic. Also, this investigated the challenges encountered in delivering quality education and explored ways of coping with these challenges. The researchers sought to find out the experiences that teachers of DMAJMNHS had gone through and the ways and methods they applied to overcome those difficulties as well as how they handled new experiences they faced each day. During these school closures, all face-to-face lessons were canceled, compelling many institutions, including our own university, to immediately transition from face-to-face in-person learning to completely online lessons. The goal of the study was to use the lived experiences of public-school teachers to determine the strengths, flaws, possibilities, and threats in the new normal in Philippine public education.



## RECOMMENDATION

In response to the challenges faced by teachers amidst blended learning, this action research suggests the following policy recommendations to enhance support for teachers and improve blended learning outcomes:

- Offer Thorough Training Programs: Provide teachers with frequent, in-depth instruction on blended learning technologies and instructional techniques.
- Expand Access to Digital Resources and Infrastructure. Make sure educators always have reliable access to necessary digital resources, fast internet, and technical assistance.
- Incorporate Work-Life Balance Resources, Mental Health Support, and Wellness Programs to Address Teacher Burnout.
- Clearly Defined and Flexible Guidelines for Blended Learning: Clearly define realistic expectations for lesson planning, teaching hours, and assessment in teachers blended learning guidelines.
- Encourage peer cooperation and professional development by setting up networks or platforms where educators may exchange blended learning best practices, problems, and solutions.
- Assess and Modify Policies in Response to Continuous Feedback Provide a feedback system that enables educators to routinely discuss their blended learning difficulties. In order to keep policies responsive to teachers' changing requirements, this input should guide regular policy evaluations and revisions.
- Boost Community and Administrative Support Involve parents and community people in understanding and supporting blended learning programs, and reinforce the support of school administration.

***"Every projects is an opportunity to learn, to figure out problems and challenges, to invent and reinvent"***

**DAVID ROCKWELL**

## REFERENCE

**MENCIDOR & ENTE, (2023), DMAJMNHS TEACHERS WORK CHALLENGES AMIDST BLENDED LEARNING**

## ACKNOWLEDGEMENT

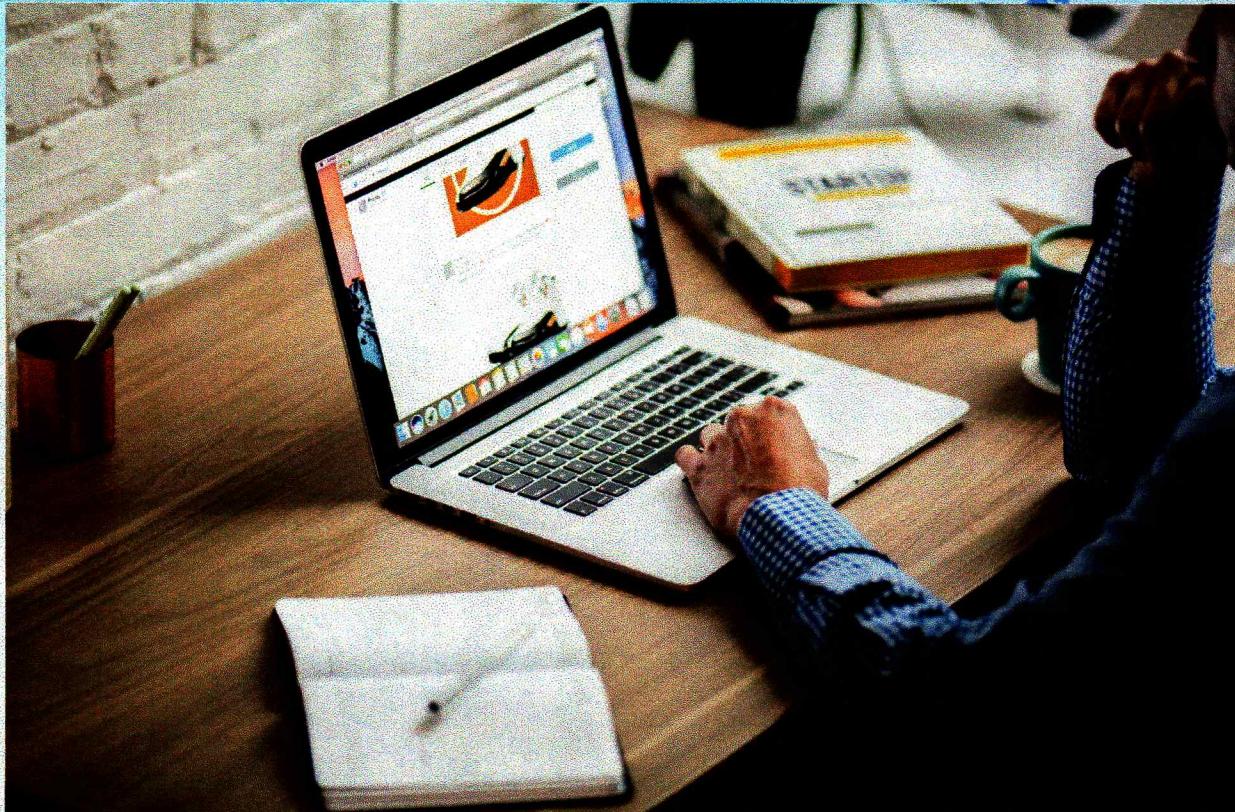
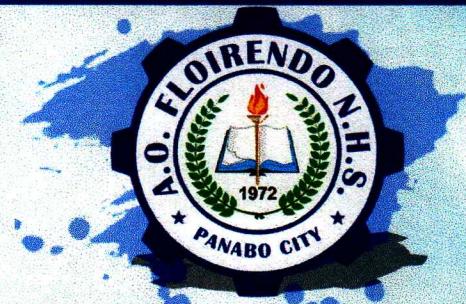
We extend our heartfelt gratitude to all those who supported the development of this policy brief. We are grateful to our Div Research Coordinator, Dr. Erick Dalumpines, whose knowledge and experience greatly influenced the focus and substance of this brief. We would especially want to thank School OIC Michael S. Rubino and school research coordinator Ms. Ivy Marie P. Lumangcas for helping us to continue creating this policy brief. Finally, we are grateful for the commitment and dedication of everyone involved, whose collaborative effort have enriched this work and ensured its completion.

# POLICY BRIEF

## BOOSTING RESEARCH SKILLS

### IN SENIOR HIGH SCHOOL TRACKS

NOVEMBER 2024



## EXECUTIVE SUMMARY

There is a gap in research skills between Academic and Technical-Vocational Livelihood students at A.O. Floirendo National High School, which affects fair learning. Even though Practical Research 2 is part of the curriculum, TVL students find it harder to understand and do research, as shown by their lower scores compared to Academic students. This may be due to differences in how well-prepared they are, making it harder for them to improve their skills and succeed in future careers.



## RATIONALE

Quantitative research proficiency is a critical skill for senior high school students, especially given the global emphasis on research literacy in modern education. However, students in various academic tracks exhibit disparities in their research capabilities.

In this study conducted at A.O. Floirendo National High School, a significant achievement gap was identified between Academic and Technical-Vocational Livelihood (TVL) track students. Academic track students demonstrate higher proficiency in quantitative research, highlighting a need for targeted support for TVL students to bridge this gap. Addressing these discrepancies is essential for preparing all students for future academic and professional pursuits.

This policy brief aims to recommend strategies to enhance quantitative research achievement across both tracks, emphasizing equity in research endeavors among senior high school students.



## RESULTS

### High Achievement in Research Methods

Senior high students displayed a strong grasp of research methods, with the highest scores in choosing appropriate research designs and developing data collection plans.

### Achievement Gap by Track

Academic track students demonstrated notably higher scores than TVL track students, indicating a gap in quantitative research skills that may stem from differences in preparation and interest.

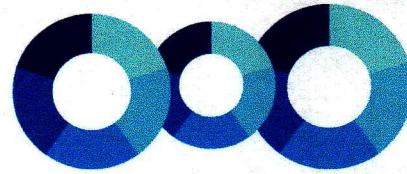
### Areas for Improvement

Both Academic and TVL students struggled with developing research problems related to everyday life, suggesting a need for more contextual guidance in this area.



## METHODS

The data was collected using a self-assessment tool designed to evaluate four areas: research problem formulation, literature review, research methodology, and data interpretation. The assessment was administered to 175 senior high school students from two tracks, selected through simple random sampling. The data was analyzed using descriptive statistics, and an independent t-test was conducted to assess differences between tracks. The study, conducted in the 2022–2023 school year, provides robust and valid insights into students' research competencies and track-based differences in achievement. To ensure reliability, the tool underwent validation, achieving a Cronbach's alpha of 0.94, indicating high internal consistency.



**“BOTH ACADEMIC AND TVL STUDENTS STRUGGLED WITH DEVELOPING RESEARCH PROBLEMS RELATED TO THEIR EVERYDAY LIFE.”**



# POLICY RECOMMENDATION

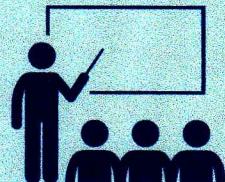
## Tailored Support for TVL students

Develop contextualized learning activities and resources tailored to TVL students to boost their research problem formulation and methodological skills.



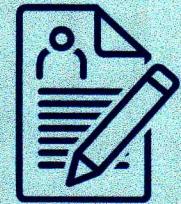
## Enhanced Teacher Training

Provide additional training for research teachers, emphasizing strategies for supporting diverse academic tracks and improving engagement in research.



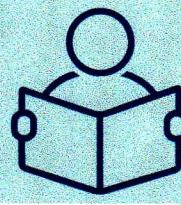
## Student-Centered Research Workshops

Implement workshops that connect research to real-life applications, helping students across all tracks better relate to and understand research projects.



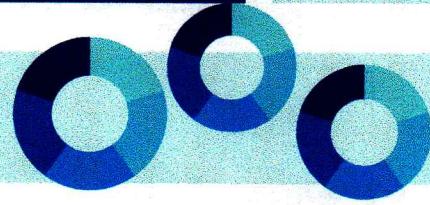
## Further Study on Track-Based Differences

Conduct in-depth research on the factors affecting the research achievement gap between Academic and TVL students to inform more targeted interventions.



## REFERENCES

Rañolas, C.D. and Rañolas, J.J.N. (2023). Self-Assessment on Quantitative Research Achievement among the Different Tracks of Senior High School: A Descriptive Study. Division of Panabo City.



## ACKNOWLEDGMENTS

This policy brief aims to enhance students' research skills, and its completion would not have been possible without the full support of many individuals. Our heartfelt appreciation goes to the Grade 12 students who participated as respondents in this study. We extend special thanks to the supportive teachers of A.O. Floirendo National High School and our dedicated principal, who have encouraged our professional growth, as well as to the school's research team and the Panabo City Division for their assistance. Thank you all for your contributions.

**TITLE: POLICY BRIEF: ADDRESSING STUDENT TARDINESS AT DON MANUEL A JAVELLANA MEMORIAL NATIONAL HIGH SCHOOL**

-Jean B. Singson and John Wendel P. Nicolas

**EXECUTIVE SUMMARY**

This research explores the factors contributing to tardiness among students at Don Manuel A. Javellana Memorial National High School and examines the impact of lateness on their academic performance. Using a researcher-designed instrument called the "Factors Responsible for Lateness Questionnaire" (FRQL), the study collected data from students on how tardiness affected their learning, particularly in terms of missing critical classroom information. The results identified key factors that students perceive as contributing to their lateness: long distances from home to school, lack of parental supervision, poor preparation for school, high academic stress, and insufficient sleep due to late bedtimes.

The findings highlight the need to address tardiness proactively, as it can have significant implications for students' academic success. The study emphasizes fostering self-discipline, self-respect, and a sense of responsibility among students, encouraging them to value punctuality and understand its importance for their education. By prioritizing punctuality, students can improve their learning outcomes by avoiding disruptions to their learning process.

To tackle the issue of tardiness, Don Manuel A. Javellana Memorial National High School has implemented the W.A.T.C.H. Program (We Advocate Time Consciousness and Honesty). This program aims to instill values of time management and honesty in students, promoting a culture of punctuality and accountability. Through the W.A.T.C.H. Program, students are encouraged to develop strong time management habits and a responsible approach to their academic commitments.

The study concludes with a call for further research into the factors of tardiness, particularly in senior high school settings, and suggests evaluating interventions to mitigate the adverse effects of lateness. Such research can provide deeper insights and allow schools to implement targeted strategies to improve students' learning experiences, helping to foster an environment that supports optimal academic achievement.

**RATIONALE**

Tardiness among students has become a notable issue at Don Manuel A. Javellana Memorial National High School, affecting the overall productivity, discipline, and learning environment of the institution. Despite efforts such as the W.A.T.C.H. Program (We Advocate Time Consciousness and Honesty), which emphasizes the importance of punctuality and honesty, many students continue to arrive late, suggesting a need for deeper interventions. Persistent tardiness impacts not only the individual student's academic performance but also disrupts classroom dynamics, diminishes instructional time, and challenges school staff's ability to maintain a focused and efficient educational environment. This policy brief aims to highlight the need for enhancing and sustaining the W.A.T.C.H. Program and recommend actionable steps in addressing the gaps.

**METHODS AND RESULTS.**

The respondents of the study were the 136 Senior High School students of Don Manuel A. Javellana Memorial National High School SY 2023-2024. The researchers employ Descriptive Design. A researcher-designed questionnaire titled "Factors Responsible for lateness Questionnaire" (FRQL) was used to gather data for the study in assessing the level of tardiness among the Senior High School students in Don Manuel A. Javellana Memorial National High School. The results revealed that the factors for tardiness as perceived by the students of Don Manuel A. Javellana Memorial National High School are distance from school from home, inadequate supervision of the students by the parents, poor preparation to school, high level of academic stress and going to bed late. These findings underscore the importance of addressing tardiness and its potential consequences on student academic success.

## **POLICY RECOMMENDATIONS**

**Enhanced Monitoring and Accountability Measures.** Provide weekly or monthly tardiness reports to students and parents, promoting transparency and accountability. Establish clear, graduated consequences for repeated tardiness, alongside rewards for consistent punctuality.

**Supportive Parental and Community Involvement.** Organize workshops and discussions with parents to address the role of family routines in student punctuality. Engage local community leaders and transportation providers to explore solutions for students facing logistical challenges, such as delayed public transportation.

**Reinforcement of W.A.T.C.H. Program with Additional Components.** Integrate time management workshops and soft skills training within the W.A.T.C.H. Program. Create a student mentorship system where punctual students can mentor peers struggling with timeliness. Develop a "Punctuality Week" event with activities and incentives focused on rewarding punctuality and raising awareness about the importance of timeliness.

**Alternative Morning Routines and Flexible Scheduling Trials.** For students who face significant transportation barriers, consider flexible arrival windows or staggered start times as a pilot. Allow students with chronic tardiness due to valid reasons to access alternative transportation support, such as school-arranged carpools.

## **ACKNOWLEDGEMENT**

The researchers would like to express heartfelt gratitude to the faculty and students of Don Manuel A. Javellana Memorial National High School. The encouragement and understanding have been the pillars of strength that sustained the researchers during challenging times. Their constant belief in the researchers' abilities and sacrifices made this accomplishment possible. To Maam Ivy Marie P. Lumangcas, for the guidance, expertise, and unwavering commitment to the researcher's academic growth. To Maam Carolyn N. Rubino, Principal II of Don. Manuel A. Javellana Memorial National High School for her visionary leadership, commitment to academic excellence, and belief in fostering a research culture within the institution have been instrumental in enabling this research endeavor.

# ENHANCING DRRRM EDUCATION THROUGH ADAPTIVE TASK-BASED LEARNING



***Policy Brief Based on Research by Cyrus Barcena, Kerwin Infiesto, & Prince Jireh Morales (2023)***

## EXECUTIVE SUMMARY

- Students strongly prefer performance-based learning tasks (75%) for developing DRRRM skills, with 88% believing they better prepare them for real-world applications.
- Current DRRRM education lacks standardized approaches across institutions, leading to varied learning outcomes. Implementation gaps exist between theoretical knowledge and practical application in disaster preparedness.
- Continuous monitoring and adaptation of teaching methods is necessary for sustained effectiveness, with this policy brief recommending a balanced approach to optimize student learning outcomes.

## **RATIONALE**

The issue of DRRRM education has become crucial for student safety and community resilience (Khoirunisa, 2016), with Philippine schools facing challenges in implementing effective teaching methodologies. While DRRRM education is mandated by RA 10121 (Disaster Management Act of 2010), Manalo & Manalo (2020) identified significant gaps in curriculum implementation. This policy brief proposes evidence-based recommendations for a balanced, adaptive approach to DRRRM education, addressing the limited research on effective teaching methodologies (Horton, 2023).

## METHOD

To understand DRRRM learning preferences, data was collected through online surveys and academic literature review. This policy brief relies on information gathered from Grade 11 GAS students and DepEd policy guidelines. The study obtained data from 75 Grade 11 GAS students at Don Manuel A. Javellana Memorial National High School (DMAJMNHS) in Panabo City, Davao del Norte, enrolled in the DRRRM subject during the 2023 academic year. Descriptive statistical analysis was employed to identify trends in student preferences, with comparative analysis assessing task effectiveness across learning objectives. The research spanned the 2023 academic year, focusing on current student preferences and learning outcomes in DRRRM education. Three school validators verified the survey instrument, using structured metrics for both written and performance tasks to ensure reliable evaluation of student preferences.

## POLICY RECOMMENDATIONS

## 1. Implement a Dynamic Curriculum Structure

- Begin with a baseline ratio of 60% performance tasks to 40% written tasks
- Conduct annual student preference assessments
- Adjust ratios based on cohort preferences while maintaining minimum standards

## 2. Establish Continuous Monitoring System

- Implement start-of-year learning preference surveys
- Conduct quarterly effectiveness assessments
- Track disaster preparedness outcomes

### **3. Enhance Teacher Training and Support**

- Initial training on balanced task implementation
- Regular updates on emerging teaching methodologies
- Professional development in assessment design

## MONITORING AND EVALUATION FRAMEWORK

### 1. Regular Assessment Cycles

- Annual student preference surveys
- Quarterly learning effectiveness assessments
- Monthly teacher feedback collection
- Semester-end outcome evaluations

### 2. Key Performance Indicators

- Student engagement levels
- Learning outcome achievement
- Disaster preparedness competency
- Teacher effectiveness ratings

### 3. Feedback Mechanisms

- Student feedback forms
- Teacher assessment reports
- Parent consultation results
- Expert evaluation reviews

### 4. Adjustment Protocols

- Quarterly minor adjustments
- Annual major methodology reviews
- Biennial curriculum updates

## SUSTAINABILITY MEASURES

### 1. Documentation

- Maintain detailed records
- Document strategies
- Track effectiveness
- Create best practices

### 2. Knowledge Management

- Centralized repository
- Share approaches
- Build institutional memory
- Support collaboration

### 3. Continuous Development

- Regular policy reviews
- Methodology updates
- Resource enhancement
- Professional development

## CONCLUSION

While initial research indicates a preference for performance-based learning, the success of DRRRM education requires an adaptive approach that responds to changing student populations. This policy brief recommends a flexible yet structured system that can evolve with student needs while maintaining educational standards.

The continuous monitoring and adjustment framework ensures that teaching

methodologies remain effective and relevant for each new cohort of students.

## REFERENCES

Horton, L. (2023). Competency assessment on disaster risk reduction and management among senior high school students. *International Journal of Social Science and Human Research*, 6(1).

Khoirunisa, N. (2016). Students' disaster preparedness and education. *Journal of Disaster Management*, 2(1).

Manalo, M., & Manalo, R. G. M. (2020). Exploring the gap in implementing the Philippine disaster risk reduction and management law (RA 10121) in K-12 senior high school institutions' curricula. *De La Salle University Research Journal*.

Republic Act No. 10121. (2010). Philippine disaster risk reduction and management act. *Official Gazette of the Republic of the Philippines*.

## ACKNOWLEDGEMENTS

The researchers thank Ma'am Carolyn Rubino (Principal) and Ma'am Ivy Marie P. Lumangcas (Research Adviser) for their guidance; the Grade 11 GAS students for their participation; and the school validators for their technical support. This policy brief was developed at Don Manuel A. Javellana Memorial National High School.

---

*This policy brief was developed through the collaborative efforts of the Research and Planning Division at Don Manuel A. Javellana Memorial National High School.*



# FACTORS CONTRIBUTING TO GRADE 7 STUDENTS' DISLIKE OF MATHEMATICS IN DON MANUEL A JAVELLANA MEMORIAL NATIONAL HIGH SCHOOL YEAR 2022-2023

## EXECUTIVE SUMMARY

This descriptive research study aimed to investigate the factors contributing to Grade 7 students' dislike of mathematics, a prevalent issue that hinders their engagement and achievement in the subject.

The study focuses on 160 Grade 7 students of school year 2022-2023 of Don Manuel A Javellana Memorial National High School were selected through random sampling technique, recognizing this stage as a critical transition period where students' attitudes towards mathematics can significantly influence their long-term mathematical development. By examining the specific factors that contribute to their dislike of the subject, the research aimed to provide insights into the root causes and inform targeted interventions. The research used short-focus questionnaire adapted from several prominent researchers (Kislenko et al., 2007; Prendergast & Hongning, 2016; Schoenfeld, 1985) to get the student's perception toward mathematics related to factors. Simple Mean, Mean percentage and standard deviation were used in the study to interpret the data. Findings revealed that factors contributing to students' dislike of mathematics were difficulty of the subject, lack of understanding, perception of boredom, negative stereotypes, lack of relevance, fear of failure, lack of confidence, lack of personal interest, teaching methods, and negative previous experiences. These would contribute to the existing body of knowledge on mathematics education and provide practical insights for educators to create more engaging and inclusive learning environments.



## Introduction/Rationale for Action

Mathematics is a critical subject in education, yet it is often met with widespread ~~student aversion and poor performance~~ globally (Suleiman et al., 2019; Mazana et al., 2020). Various factors contribute to this phenomenon, including students' negative attitudes, perceived difficulty, lack of self-confidence, and inadequate understanding of the subject (Mazana et al., 2019). Research indicates that students' fear and low self-perception significantly hinder their achievement in mathematics (Fokuo et al., 2022; Karikari et al., 2020).

In Ghana, for instance, unfavorable attitudes towards mathematics disproportionately affect female students, leading to lower performance levels (Ansah et al., 2020; Galende et al., 2020). In the Philippines, this issue is reflected in national assessments, where only 19% of students met the low benchmark in mathematics, underscoring a significant lack of understanding (Mullis et al., 2020). Specific schools, such as Don Manuel A. Javellana Memorial National High School, report troubling levels of disinterest among seventh graders, contributing to low scores and diminished motivation. Addressing these concerns is essential for enhancing students' attitudes and performance in mathematics. This policy brief aims to explore the underlying factors contributing to students' dislike of mathematics, offering insights that can inform educational strategies and interventions for educators, administrators, and policymakers.



## METHODS AND RESULT

This study focuses on the factors contributing to Grade 7 students' dislike of mathematics at Don Manuel A. Javellana Memorial National High School in Panabo City, involving 160 out of 212 students selected through simple random sampling where each student has an equal chance of being selected. The research employs a descriptive design to observe and characterize student behaviors regarding mathematics without influencing them.

Data was collected through a short-focus questionnaire adapted from existing studies. The research aims to uncover underlying factors influencing students' negative perceptions of math, ultimately seeking to improve their attitudes and learning experiences. Descriptive statistics were used to analyze data collected through surveys and observations, focusing on aspects like self-confidence, perceived difficulty, and teaching methods.

Ethical considerations are paramount, ensuring informed consent, voluntary participation, and confidentiality throughout the research process. The survey found an equal number of boys and girls, primarily aged 13, which allowed for diverse perspectives on the issue. The survey revealed several key findings regarding Grade 7 students' attitudes toward mathematics:

- Perception of Boredom: Many students found math boring due to monotonous teaching methods and a lack of real-life applications.
- Lack of Understanding: A significant number struggled to grasp mathematical concepts, highlighting the need for additional support.
- Intimidation and Lack of Confidence: While most students felt confident, many expressed fears of failure, contributing to math anxiety.
- Parental Support: Students reported receiving good support from parents, positively influencing their learning.
- Difficulty of the Subject: Students found math challenging, which impacted their engagement and enjoyment.
- Lack of Relevance: Many felt math lacked practical applications in their lives, leading to disinterest.
- Negative Previous Experiences: Past negative experiences with math were linked to current anxiety and dislike for the subject.
- Teaching Methods: Current teaching methods were seen as contributing to students' negative feelings about math.

Overall, these findings suggest the need for more engaging, supportive, and relevant approaches to math education.

## POLICY RECOMMENDATION

To enhance math education for Grade 7 students, it's essential to adopt engaging and effective teaching strategies. Here are five key recommendations:

**Use Real-Life Examples:** Connect math lessons to everyday life to demonstrate its relevance and importance.

**Make Learning Fun:** Incorporate interactive activities, puzzles, and group discussions to create an enjoyable learning environment.

**Provide Extra Help:** Offer tutoring, online resources, and math clubs outside of regular class time to support student learning.

**Change Negative Views:** Invite successful professionals to share how they use math, helping to shift students' attitudes and increase interest.

**Keep Improving:** Continuously assess the effectiveness of changes made by gathering feedback from students, teachers, and parents.

By implementing these strategies, educators can foster a positive and supportive math learning experience, helping students improve their skills and attitudes towards the subject.

## REFERENCE

Anaya, L., Stafford, F., & Zamarro, G. (2022). Gender gaps in math performance, perceived mathematical ability and college STEM education: The role of parental occupation. *Education Economics*, 30(2), 113–128. <https://doi.org/10.1080/09645292.2021.1974344>

Ansah, J. K., Quansah, F., & Nugbe, R. (2020). 'Mathematics achievement in crisis': Modelling the influence of teacher knowledge and experience in Senior high schools in Ghana. *Open Education Studies*, 2(1), 265–276. <https://doi.org/10.1515/edu-2020-0129>

Galende, N., Arrivillaga, A. R., and Madariaga, J. M. (2020). Attitudes towards mathematics in secondary school students. Personal and family factors (las actitudes hacia las matemáticas del alumnado de secundaria. Factores personales y familiares). *Cult. Educ.* 32, 529–555. doi: 10.1080/11356405.2020.1785156

Grabmeier, J. (2019, September 9). Good at math? It means little if you're not confident. *Phys.org*. Retrieved June 22, 2023, from <https://phys.org/news/2019-09-good-math-youre-confident.html>

## ACKNOWLEDGEMENT

The researchers would like to extend their heartfelt gratitude to all who contributed to their study. Our gratitude to Don Manuel A. Javellana Memorial National High School for providing essential resources and support. Special appreciation to Ma'am Jinky B. Firman, the Schools Division Superintendent, for enhancing educators' skills through training and seminars. The researchers also would like to thank Sir Erick S. Dalumpines for his dedicated assistance throughout the research process. The researchers are especially grateful to their school research coordinator, Ma'am Ivy Marie P. Lumangcas, for her invaluable guidance, and to Principal Ma'am Carolyn Rubino for her steadfast support and leadership.

They also appreciate the Grade 7 students for their participation, as well as their parents for their unwavering encouragement. Lastly, they express gratitude to God for strength and guidance. Though unable to name everyone individually, the researchers recognize that all contributions were vital to their success.

