DIVISION OF PANABO CITY

POLICY BRIEF

NOVEMBER 2024

Enhancing Strategic Intervention Materials in Improving Academic Performance in Araling Panlipunan

EXECUTIVE SUMMARY

The purpose of the Strategic Intervention Materials in Araling Panlipunan is to address learning gaps in students to understand the specific topic. It focusses on specific learning competencies or skills that students need to develop or improve, which are identified based on assessment results. It also captures students' attention and makes learning more enjoyable because it includes interactive and visually engaging elements. Another purpose is the teachers should use strategic intervention materials as supplementary tools to reinforce core lessons or to re-teach challenging concepts. This intervention helps improve academic performance and boost students' confidence, giving them the skills to succeed in future learning.

The main issue is the low academic performance in Araling Panlipunan that results with low proficiency level of the students in the subject. Most of the reasons are the problem with understanding the topics. To understand most of the topic in Araling Panlipunan needs to be simplified and engage activities that are interesting to the students.

The result of the study shows that the T-test score of the experimental group in the post-test is higher than the score of the control group of the grade 9 learners. The data shows the mean percentage score of the control group is 15.95 and the experimental group is 19.00. The t-value obtained was -8.932. The degrees of freedom were calculated to be 78. The p-value obtained was less than 0.05 ($p < 0.01$, two-tailed). This data proves the effectiveness of the Strategic Intervention Material in Araling Panlipunan. But despite of this result, the understanding and interest in the subject area will be based on the student's interest.

Based on the conclusion, we recommend that we will conduct strategic intervention materials every quarter to those low performing students in the subject area. The basis of the SIM is the lease learned competencies during the quarter exam. The SIM is simplified, engaging and interesting to understand the lease learned competencies.

The impact of this study has been shown to improve academic performance across the subject, particularly the Araling Panlipunan where SIMs provide targeted support and make abstract concepts more understandable. This intervention not only improves performance but develop interest and fun learning in Araling Panlipunan.

RATIONALE

In the recent National Achievement Test conducted last 2017 and release last 2019 the Panabo City Division wide Result of Araling Panlipunan 10 gather only 18.06% which is third rank among the subject areas. With the same year conducted, the grade 6 National Achievement Test result is only 34.01% rank fourth among the other subject areas. This result shows that there is a problem arising the academic performance in Araling Panlipunan that needs to be addressed in all schools and teachers to strengthen and develop the subject area.

Addressing the academic issues effectively, it should be targeted different strategies in the classrooms and develop more enhancement and intervention activities. Strategic Intervention Materials (SIM) are specialized teaching resources designed to address specific learning gaps in students, particularly in challenging or essential areas of the curriculum. These intervention materials are open used in math, science and reading. Now it is also introduced in other subjects like Araling Panlipunan to enhance students' understanding of topics that they find difficult, providing focused and engaging content to help them overcome obstacles in learning. Despite of effectivity of these materials, most of the teachers find it hard to make the materials. Some of the teachers in Araling Panlipunan have no background in making SIM.

The policy brief aim to improve the academic performance of the students in Araling Panlipunan using the Strategic Intervention Materials. The purpose of this brief is to recommend these intervention materials to the class, especially to those students with poor performance in the subject area. Encourage also teachers in Araling Panlipunan to make strategic intervention materials to be used as intervention materials.

METHODS AND RESULTS

- To address the issue of low academic performance, the teachers identify the topic where the students generally struggle or identify the lease learned competency in the quarter. The data was based on the highest error of learning competencies during the quarter examination.

- The data was based on the series of tests conducted by grade 9 students divided into two groups. The experimental group who will use the SIM and control group will only use an ordinary summary handout.

- The data was analyzed using the t-test and mean percentage to identify the result. The pre-test and post-test were conducted to identify the effectiveness of the strategic intervention material (SIM) in Araling Panlipunan.

- The study was conducted during the third quarter period. It involves 40 students for experimental groups and 40 students for control groups and both groups are grade 9 students.

- The findings were officially checked by the statistician. The t-test was conducted to compare the mean score of the pre-test and post-test of the experimental and control group.

- The mean percentage of the pre-test score of the control group is 7.23 while the post-test score is 15.19 and it proves that there is a significant difference between the pre-test and post-test score of the control group.

- The mean percentage of the pre-test score of the experimental group is 7.50 while the mean percentage of the post-test score is 19.00 and it proves that there is a significant difference between the pre-test and post-test score of the experimental group.

- The overall result of the study shows that the mean percentage score of the control group is 15.95 and the experimental group is 19.00. The t-value obtained was -8.932. The degrees of freedom were calculated to be 78. The p-value obtained was less than 0.05 ($p < 0.01$, two-tailed). This shows the effectivity of the Strategic Intervention Material in the academic performance of the students in Araling Panlipunan subject.

POLICY RECOMMENDATIONS:

Based on the findings of the study, strategic intervention materials have shown positive effects on students' performance by understanding, engagement, confidence, and addressing learning gaps in Araling Panlipunan. However, their effectiveness often depends on how they are implemented and the degree to which they are tailored to students' needs.

To address the use of strategic intervention materials in Araling Panlipunan, implementation policy recommends the following:

- Provide Teachers support and training in making strategic intervention materials or SIM to all teachers in Araling Panlipunan subject. We could also conduct SIM making through SLAC Session.

- Suggest to the school Principal to have a quality assurance of the SIMs outputs.

- Teachers are required to implement SIMs every quarter to address the learning gaps of the students in the subject area. Teachers ensure the inclusive materials specially to those students with disabilities and availability of resources is either printed materials or digital. Ensure foster a positive learning environment such as motivation and engagement and reflection. The teacher also ensures to review and update SIMs to remain effective and up to date.

To materialize this recommendation the school Principal and the Master Teacher of Araling Panlipunan will coordinate in implementing the intervention.

REFERENCE

Bastian, Aries R. The Effect of "May PAKI Tayo" a Strategic Intervention Material in Academic Performance of Students in Grade 9. Division of Panabo City

ACKNOWLEDGEMENT

DIVISION OF PANABO CITY

POLICY BRIEF

Math-Basa

CHERRYL T. GABATILLA & CONRADA B. CACAYAN

EXECUTIVE SUMMARY

This research addresses the challenges Grade 6 learners face in mathematics, particularly in their comprehension and application of mathematical concepts. Despite efforts to improve learning outcomes, a significant gap remains in students' ability to solve word problems and apply mathematical reasoning effectively. At Panabo Central Elementary School SPED Center, students struggle with these fundamental skills, which hinder their academic progress and overall performance in mathematics.

The current approach primarily relies on traditional teaching methods and standard textbooks, which do not adequately address the diverse learning needs of students, especially those with varying levels of mathematical literacy. These methods often fail to engage students or offer tailored support to bridge the gap between conceptual understanding and practical application.

Additionally, there is a lack of supplementary resources that specifically target the development of word problem-solving skills, which are crucial for mastering higher-level math. This policy brief aims to propose the adoption of the Math Basa Booklets, a specialized learning tool designed to enhance students' mathematical reasoning and problem-solving abilities.

The purpose is to bridge the existing gap by offering a more interactive and targeted approach to learning, enabling students to improve their performance and confidence in mathematics. The brief advocates for the integration of these booklets into the curriculum as a means to boost overall math achievement and address the specific challenges faced by learners in Grade 6.

INTRODUCTION

Mathematics education at Panabo Central Elementary School SPED Center faces significant challenges, particularly in fostering Grade 6 learners' ability to understand and solve word problems. These challenges have been linked to gaps in foundational mathematical skills, critical thinking, and problem-solving abilities. Students often struggle to connect abstract mathematical concepts with real-world applications, which are vital for success in both school assessments and daily life.

The rationale for this study stems from the need to enhance mathematics performance and address these difficulties. Traditional teaching strategies, while effective for some students, do not fully accommodate the diverse learning needs of all students, especially those who require more individualized or practical approaches. Additionally, current instructional materials are limited in their capacity to engage learners and improve their comprehension of complex word problems, which is essential for mastering mathematical concepts.

Given these challenges, there is an urgent need for innovative learning tools that can support students in bridging the gap between theory and practice. The introduction of the Math Basa Booklets aims to fill this gap by providing a tailored, interactive approach to learning, specifically designed to enhance students' problem-solving skills. These booklets offer a unique solution that aligns with the students' learning styles, fosters greater engagement, and ultimately improves their mathematics performance. This intervention is expected to create a more inclusive and effective learning environment, better preparing students for future academic success.

METHODS

The research utilized a mixed-methods approach to assess the effectiveness of the *Math Basa Booklets* in improving the mathematics performance of Grade 6 learners at Panabo Central Elementary School SPED Center. The study included both quantitative and qualitative methods, as outlined below:

Pre- and Post-Assessments:

A pre-assessment was conducted at the start of the intervention to evaluate students' baseline skills in solving word problems and other mathematical tasks. This test measured students' ability to comprehend, analyze, and solve mathematical word problems.

A post-assessment was administered after the intervention period, which involved regular use of the *Math Basa Booklets*. This test was identical in format and content to the pre-assessment, enabling direct comparison to assess improvements in problem-solving skills.

Intervention with Math Basa Booklets:

Over a period of 6-8 weeks, students used the *Math Basa Booklets* in daily mathematics lessons. The booklets were designed to present word problems and mathematical challenges in context, helping students connect theoretical concepts to real-world scenarios.

RESULTS

Improvement in Problem-Solving Skills

There was a significant improvement in students' performance on the post-assessment compared to the pre-assessment. On average, students increased their scores by 20-30%, particularly in their ability to solve word problems. This improvement was statistically significant, indicating that the *Math Basa Booklets* had a positive effect on students' mathematical problem-solving abilities.

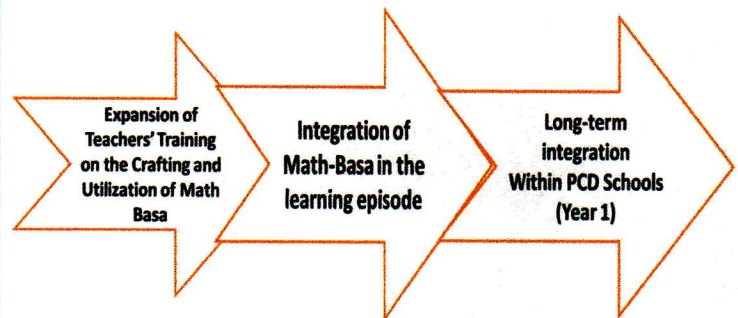### Increased Engagement and Confidence (Qualitative Data):

o   Teacher observations revealed that students were more engaged during mathematics lessons, particularly when working with the *Math Basa Booklets*. Teachers noted a shift in students' attitude toward math, with many reporting increased interest and willingness to tackle challenging problems.

Improved Academic Performance (Classroom Data):

o   Academic performance in mathematics, as measured by classroom tests and assignments, showed a noticeable improvement after the intervention. Students demonstrated more accurate and faster responses when solving word problems, and their overall grades in math improved in alignment with the enhanced problem-solving skills.

POLICY RECOMMENDATION

Based on the findings of this study, we recommend the following actions to improve the mathematics performance of Grade 6 learners, particularly in the area of word problem-solving, through the implementation of targeted interventions like the *Math Basa Booklets*:

Expansion of Teachers' Training on the Crafting and Utilization of Math Basa → Integration of Math-Basa in the learning episode → Long-term integration Within PCD Schools (Year 1)

REFERENCE:

INCREASING THE MATHEMATICS PERFORMANCE OF GRADE 6 LEARNERS THROUGH MATH-BASA BOOKLETS
GABATILLA, C. and CACAYAN C. 2023

MATATAG
Bansang Makabata · Batang Makabansa

POLICY BRIEF

Establishing Protocol in handling Depression among students

Executive Summary

Depression among students has been an issue that needs to be addressed in academic institutions. However, teachers do not know exactly how to deal with it. With the absence of professional training in managing depression cases, there is a great possibility that the course of actions done by the teachers and other people around them may worsen the problem even with their purest intention to help. Hence, there is a need for institutionalized procedure or protocol in handling depression in school.

This policy brief discusses the themes that emerged after careful analysis of the participants' responses which the administrators, teachers and parents would consider in crafting the protocol on this matter.

RATIONALE

Punay (2019) cited that the Philippines has one of the highest cases of depression in Southeast Asia, affecting more than three million Filipinos.

The news about a boy who hangs himself due to his inability to cope with the demands of online learning (Calleja 2020) is one example of the rising cases of Filipino students who are suffering from this emotional problem.

Based on the data of the City Health's Office , there have been clinically diagnosed depressed students. Also, many are not yet known to be struggling with such.

Apparently, teachers do not have sufficient knowledge on dealing with depression. So, those who encountered cases of these students have experienced difficulties in handling them.

Hence, the researchers conducted the study to provide a better understanding of the behavior of depressed students and how to deal with them appropriately through the shared stories of the parents and advisers of the depressed students in the secondary schools in the Panabo City Division

METHODS AND RESULTS

To determine the experiences and behavior of the depressed students, a phenomenological approach was used. Due to the delicate nature of the study, only parents and advisers of the depressed students were chosen as participants.

1 Coordinated with the City Health Office to identify clinically diagnosed depressed students

2 Conducted 6 in-depth interviews with the parents of the depressed students

3 Conducted a focus group discussion with 6 teachers of the depressed students

The collected data were analyzed using thematic analysis to identify recurring patterns and common responses among participants in relation to the research questions.

Themes

- Psychological Shifts
- Consult Healthcare Professionals
- Seeking Assistance or information from Various Sources
- Empathetic Support and Accomodation
- Compassionate Support and Attitude Adjustment

Parents noticed the change of their children's behavior, yet they didn't know how to deal with them. They sought assistance or information from different sources like the internet, and attempted to try methods they thought would help. Realizing their children's conditions had worsened, they then consulted a healthcare professional.

Teachers also experienced the same dilemma. Due to the lack of knowledge in handling students experiencing depression, they have taken unprofessional actions based on their impulse or on what they think was right. Both teachers and parents recognized the dire need for students to seek help from the experts.

This is thereby a call to establish a specific protocol on how the teachers should deal with the depression of their students because there is no institutionalized policy for such yet. Therefore, it is high time for our schools or the division office to collaborate with an expert in this field such as a licensed psychiatrist or psychologist in order to establish a uniform protocol in addressing this problem.

RECOMMENDATIONS

After thorough discussion and analysis of the results of the study, the researchers give the following recommendations:

1 There is a need to strengthen the implementation of the counseling and protocol in referral of cases.

2 Improve the advocacy on mental health issues among parents and teachers.

3 Seek partnerships for the provision of financial assistance to students who are undergoing medical treatment.

4 Improve the guidance program wherein various services are being implemented with corresponding activitie

> The researchers were forever thankful to the following persons for the support extended in accomplishing this research:
> Manuel M. Esperanza, the school principal of Panabo City National High School, for her approval to conduct this study;
> Parents of the Depressed Students, for their valued contribution, by allowing themselves to be interviewed for the purpose of this study;
> Advisers, for their time and insights that are valuable in this study; and
> God, for helping to accomplish this endeavor.

Reference
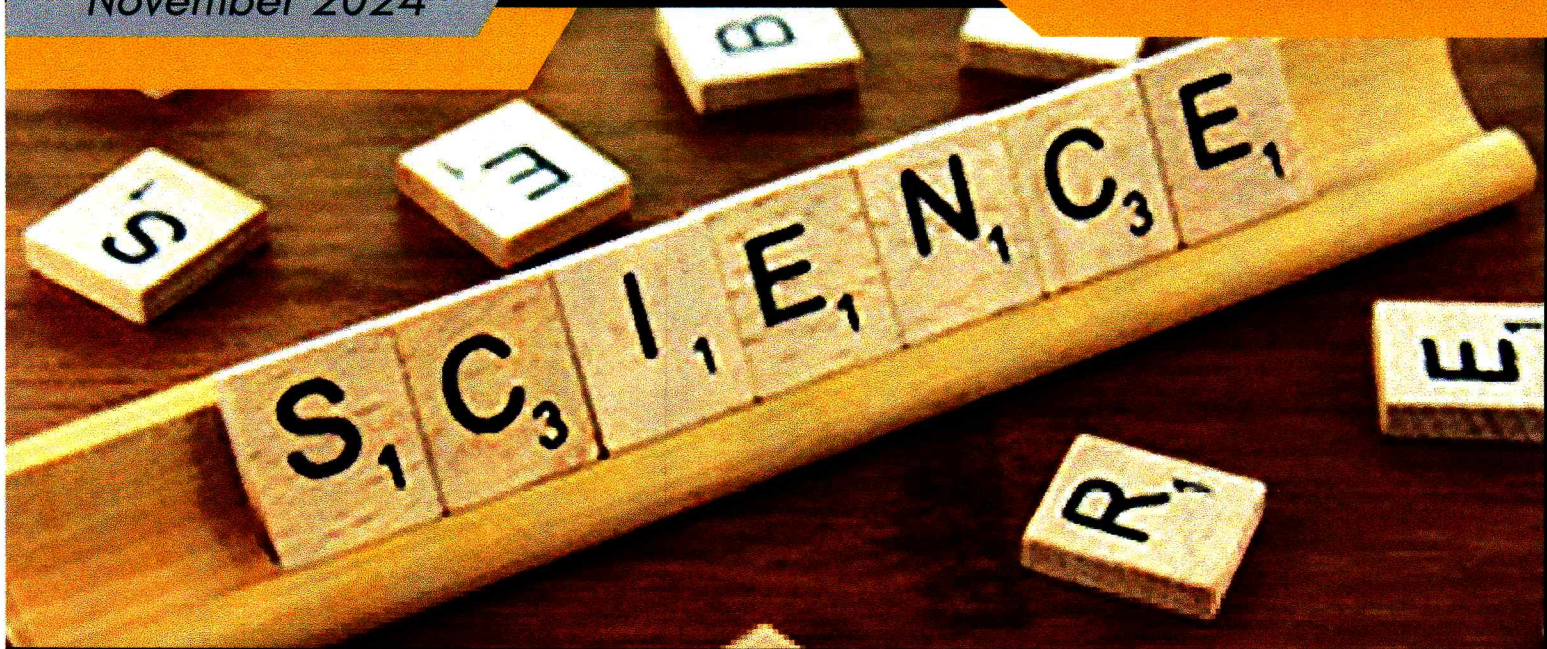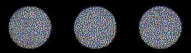Visillas, John, Orboc, Clean War, Orboc, Miracel. Decoding the Whispers of Depression. 2021

Spellbound: Enhancing Spelling Skills in Science through Vocabulary Instruction

POLICY BRIEF

November 2024

DIVISION OF PANABO CITY

EXECUTIVE SUMMARY

Spellbound: Enhancing Spelling Skills in Science through Vocabulary Instruction explores how integrating targeted vocabulary activities within science lessons can boost students' spelling skills and understanding of complex terms. This initiative aims to demonstrate that vocabulary instruction in science not only improves spelling accuracy but also strengthens students' literacy and confidence, essential for success in science and other academic areas. The study highlights the challenges students face with science-specific vocabulary, which can impact their understanding of key concepts and limit their confidence. Additionally, teachers often struggle to incorporate vocabulary instruction due to the already packed science curriculum, leading to a gap in students' language skills.

Results from the study reveal a significant improvement in students' spelling skills across various grade levels. The data shows notable gains in spelling accuracy, with Grade 8, Grade 9, and Grade 10 students demonstrating significant differences in performance at a 5% error margin. These results suggest that targeted vocabulary instruction positively influences students' abilities to learn and retain scientific terminology. To further enhance the effectiveness of this approach, the study recommends standardized vocabulary instruction across grade levels, ensuring consistency in the difficulty of terms and testing measures. By prioritizing vocabulary instruction, schools can create a more supportive environment that fosters both literacy and confidence, enabling students to succeed in science and other academic areas.

RATIONALE

The issue of poor spelling skills, particularly with science-specific vocabulary, has become increasingly important because accurate spelling supports students' comprehension and communication of scientific concepts. Currently, the lack of focused spelling instruction in science classrooms affects students' ability to engage fully with scientific content and articulate their understanding.

The issue is critical because it impacts students' academic performance and engagement with science content in significant ways. Addressing this problem is crucial as it directly influences students' literacy, and long-term educational outcomes.

Over the past years of K-12 program, various literacy programs focusing on Math, English and Science subjects have been implemented to address general spelling proficiency among students, but spelling accuracy with subject-specific vocabulary, especially in science, remains a challenge.

Need for targeted spelling instruction

This policy brief aims to highlight the need for targeted spelling instruction within science education and proposes integrating vocabulary-focused lessons in science classrooms as a solution. The purpose of this brief is to recommend actionable steps to improve students' spelling skills and scientific literacy by addressing the gap in specialized vocabulary instruction that hinders students' understanding and engagement with science content.

METHODS AND RESULTS

- To understand the issue of poor spelling skills, data was collected through the results of pretest and posttest. This policy brief is based on information gathered from student assessments conducted in spelling tests.

- The data for this study was obtained from a series of tests created specifically for the three grade levels. Series of spelling tests was conducted to students in Grade 8, 9, and 10 to gain insight into their level of spelling skills.

- The study was conducted over a period of one quarter and involved 35 participants from Grade 8, 35 participants from Grade 9, and 35 participants from Grade 10 learners. This analysis focuses on data from the end of 2nd Quarter pretest (2023) to the end of 3rd Quarter posttest (2023) to capture the changes and outcomes.

- To ensure the reliability of the findings, data was cross-checked with official statistics. The use of paired t-tests provided a robust framework for evaluating significant difference between the pretest and the posttest.

- The analysis of the vocabulary instruction intervention revealed significant improvements in students' spelling skills across Grades 8, 9, and 10. The data indicates that integrating targeted vocabulary activities in science classes has positively impacted students' spelling accuracy, with notable improvements observed in posttest scores.

- According to the data, students in Grade 8 showed an improvement with a paired sample test difference of -12.534, while Grade 9 students improved by -32.640, and Grade 10 students showed a substantial difference of -65.869, all at a 5% error margin. This improvement highlights the effectiveness of the vocabulary intervention, particularly for older students who displayed the greatest gains in spelling proficiency.

POLICY RECOMMENDATIONS

The study Spellbound: Enhancing Spelling Skills in Science through Vocabulary Instruction provides several key recommendations to improve spelling skills through vocabulary instruction in science education:

Conduct of training sessions for standardized vocabulary sets

·Conduct training sessions for science teachers to provide them with techniques for incorporating vocabulary seamlessly into science lessons without disrupting core content. These sessions should focus on effective classroom time management, tools for vocabulary retention, and standardized vocabulary sets that ensure students engage with words of similar difficulty, allowing for accurate progress measurement across groups.

Conduct of interactive workshops and online platforms

·The Department of Education conduct interactive workshops and online platforms for teachers and students, fostering collaborative activities that integrate science-related vocabulary instruction with spelling practice through engaging games, discussions, and real-life applications.
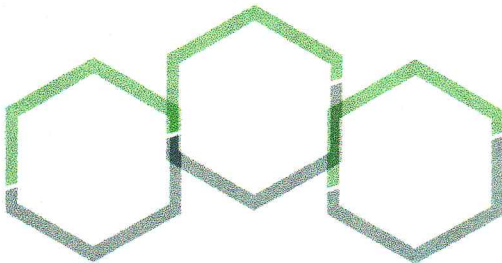
REFERENCE

Rosales, MCM., Gloriane, BR., Ocon, GE., (2023). Improving Students' Spelling Skills in Science through Vocabulary Instructions. Division of Panabo City.

ACKNOWLEDGEMENT

Policy Brief on Enhancing Student Performance in Cookery Through Garden-to-Table Strategy

EXECUTIVE SUMMARY

This initiative focuses on enhancing student performance in cookery through the implementation of the Garden-to-Table strategy, which integrates hands-on gardening with culinary education. By incorporating the process of growing, harvesting, and preparing food, students gain a deeper understanding of food sourcing, sustainability, and the connection between nutrition and cooking techniques.

The strategy begins with students engaging in gardening activities, cultivating a variety of fruits, vegetables, and herbs. These produce items are then incorporated into their cookery lessons, where students learn to prepare nutritious, seasonal dishes. This approach not only reinforces the practical aspects of cooking but also fosters creativity, teamwork, and an appreciation for fresh, local ingredients.

In addition, the research findings revealed that the students had problems with a lack of resources and facilities in their learning, especially in providing ingredients during their cookery class, and we suggested that we must find ways to provide for the needs of the learners by engaging them in "Gulayan sa Paaralan" to maintain the high quality of education. The study's findings will assist TVL students and TVL teachers to adopt active participation and implement policies for teaching and learning in emergency situations. It will also help TVL teachers to design a proper plan and improve their instruction.
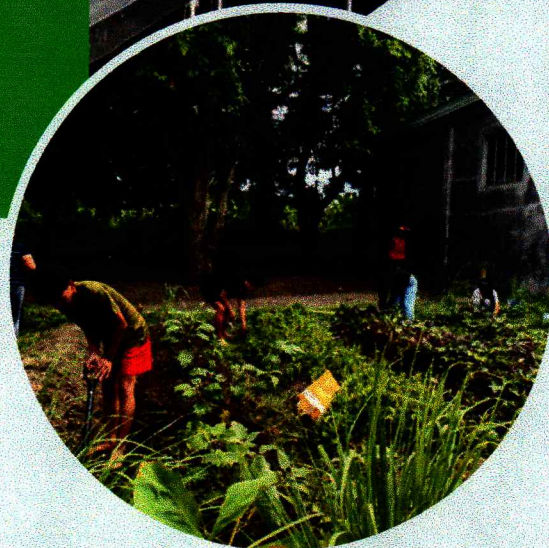
INTRODUCTION/ RATIONALE FOR ACTION

The importance of practical and hands-on learning in culinary education cannot be overstated, particularly as students prepare for careers in the food and hospitality industry. One of the most effective ways to enhance this learning experience is by integrating real-world applications into the curriculum. The Garden-to-Table strategy offers an innovative approach that merges gardening with culinary skills, creating a holistic learning environment where students not only learn to cook but also gain insight into the origins of their ingredients and the sustainability of food production.

Students who may have yearned for academic challenge during these times of home quarantine can learn some skills as the free courses also offer those with national certifications to assure a trainee work options after completing the course.

By introducing the Garden-to-Table strategy into the cookery curriculum, the program seeks to foster a deeper connection between students and the food they prepare. It also aims to improve students' technical skills, creativity, and teamwork, while promoting healthier eating habits and a more sustainable approach to food sourcing. This strategy aligns with broader educational goals of enhancing student performance, engagement, and critical thinking in the field of cookery.

METHODS & RESULTS

The participants of this phenomenological study are 42 Grade 12 students from Senior High School Department of Don Manuel A. Javellana Memorial National High School, TVL Track (TVL – Technical Vocational Livelihood), Homeland Subd., and Brgy. DAPCO, Panabo City, Davao del Norte. The participants were purposely selected who can best participate in research questions and enhance understanding of the phenomenon under study.

The use of phenomenological study and non – probability purposive sampling as a tool allowed the researcher to make an on – going changes to the way facilitated the skills in teaching Cookery subject to the students. Specifically, on how do the students develop their difficulty in cooking skills and how it affects in their learning competencies, part of the Cookery subject intervention is conducting interview with the key informants (with observation during submission of their output applied in Specialized Subject namely: Cookery, Semi – Structured Interview, and FGI- Focus Group Interview).

Through the results and discussion, the researchers have concluded that there are certain factors affecting the active participation of TVL students. If face-to-face classes are implemented, the majority of them will be adaptable to change. It is challenging on their part to learn by themselves in this way. They become mature and grow to face the different challenges of learning. The students identify their strengths and weaknesses in this full-filled cookery class. They learn how to manage and discipline themselves in time management and organize their work.

This research highlights the importance of learning cooking skills at an early age for skill retention, confidence, cooking practices, cooking attitude, and diet quality, specifically for senior high school students taking home economics under the technical, vocational, and livelihood track. A focus on alternative sources, including practical cooking skills education, starting at an early age is required. This study also highlights the need for further longitudinal research on the impact of age and source of learning on cooking skills midst global pandemic.

POLICY RECOMMENDATION

The portrayal of the school and its community seen through the eyes of the researchers will accompany the situation of DMAJMNHS SHS-TVL Cookery students.

- To allows students to utilize the garden to table strategy.
- To include in the LAC session the discussion for skills development of SHS- TVL Cookery students.
- To integrate garden to table education strategy into school curricula, focusing on nutrition, agriculture and sustainability.
- To establish community gardens, workshops, and training programs for students.
- To collaborate with school organizations related to agriculture, NGOs, and other government agencies that focuses on agriculture.
- All public school offers Cookery specialization and Agriculture subject will utilized this program.

Overall, studying during a pandemic is even more difficult. Students find solutions to improve their performance by searching for the proper ways to perform the task. The garden to table strategy finds for them the easiest way to solve the problem.

REFERENCE

Gabañete, N., Guimbarda, J., Ramos, LJ., (2023). Improving Student Performance On Cooking And Food Preparation Of Cookery Subject Through Garden To Table Strategy. Panabo City Division Research.

ACKNOWLEDGEMENT

May PAKI Tayo :
Implementing
Strategic Intervention
Materials

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RATIONALE

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POLICY RECOMMENDATIONS:

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REFERENCE

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ACKNOWLEDGEMENT

PROJECT YARD (Young Adult ReaDers): POLICY BRIEF ON TEACHING READING

Ivy Marie P. Lumangcas[1]
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I. EXECUTIVE SUMMARY

This policy was conceptualized to identify the challenges faced by secondary teachers in teaching reading. Purposive sampling was used to identify participants. This policy utilized qualitative phenomenological design through a virtual IDI (in - depth - interview) using google form and FGD (focus - group - discussion). Findings were transcribed and analyzed using thematic analysis. Analysis of the data reveals interesting themes related to teachers lived experiences, challenges, and insights in teaching reading and learners' reading ability.

II. INTRODUCTION

Reading proficiency is crucial for English language learners as it involves active engagement through predicting, analyzing, and summarizing. According to Lev Vygotsky's theory, as noted by Mcleod (2023), learning is enhanced when students connect prior knowledge with new concepts, which is essential for improving reading fluency and comprehension. Learning to read is challenging and requires sustained effort, enthusiasm, extensive knowledge, and skills. The policy was anchored in Lumangcas & Samarca's study, The Challenges Faced by Teachers While Teaching Reading during the school year of 2022-2023 utilizing in-depth interviews and focus group discussions for data collection.

Keywords: *reading, challenges, teaching reading, reading comprehension*

III. METHODS AND RESULTS

The policy employed a qualitative phenomenological design to examine challenges faced by secondary teachers in teaching reading, using virtual interviews and focus groups. Data was categorized through Creswell's coding method, supported by journals, notes, and a progress checklist.

Based from the data gathering results, the following are the emerging themes:

Lived experiences of teachers in teaching reading:
- Difficulty in reading comprehension
- Just reading
- Pre-assumption of reading level
- Slow reader
- Difficulty in reading CVC pattern

Challenges in engaging in teaching reading:
- Difficulty in assessment
- Fear
- Lack of learning materials

Challenges in engaging in teaching reading towards learners' reading ability:
- Slow reading
- Cannot read clearly
- Lazy students
- Give learners the chance to learn

Underlying insights of teachers teaching reading:
- Face to face encounter
- Extra time for reading
- Patience
- Teaching strategy
- Teach by heart with virtue
- Understand the learners
- Continuous teaching and learning
- Motivate and encourage learners
- Going back to the basics
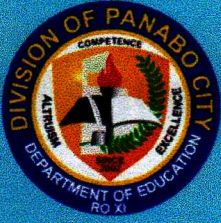
PROJECT YARD
(Young Adult ReaDers):
POLICY BRIEF ON TEACHING READING

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For God, Self and Country

The underlying insights of teachers in teaching reading

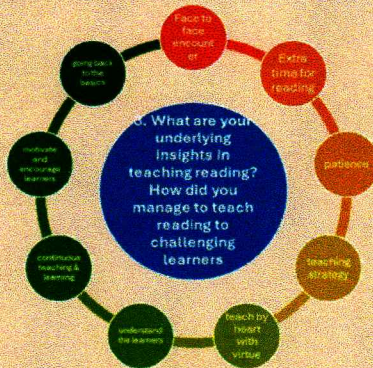| Foundations of Teaching & Learning	Teaching Style	Empathy for learners	
Face to face encounter	Extra time for reading	patience	understand the learners.
going back to the basics	continuous teaching & learning	teach by heart with virtue.	motivate and encourage learners.
	teaching strategy		

Table 2: *Themes on the underlying insights of teachers in teaching reading*

VI. ACKNOWLEDGEMENT

IV. POLICY RECOMMENDATION

·Training on Teaching Reading
-Conduct trainings to Secondary Language Teachers and Non – Language Teachers to fully understand and adopt the Division Reading Program specifically on Young Adult Learners.
-Invite Reading Specialists from Reading Association of the Philippines to conduct trainings to Language Teachers and cascade to non - language teachers.

·Create Social Media Platform – Facebook Page.
- Make the discussion more relevant and exclusive, communicating the research outcomes where the target audience may post and comment relevant discussion from their community.
-Teachers may share teaching techniques, strategies and approaches on Teaching Reading to Young Adult Learners.

V. REFERENCES

- Lumangcas, I.M., Samarca, J.J.N. (2023). The Challenges Teachers Faced While Teaching Reading

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Being able to read well is important for English language learners. Through the process of reading, the learner becomes an active participant in producing an interaction with the writer of the text through predicting, analyzing, summarizing, and using other types of reading strategies.

Students do not naturally or easily pick up reading. Instead, it is a difficult learning achievement that is attained over the course of many tactics and a lengthy process.

POLICY BRIEF : "SUPPORT STRATEGIES FOR SENIOR HIGH WORKING STUDENTS"

EXECUTIVE SUMMARY

This policy brief examines challenges faced by Filipino SHS students who work part-time. It highlights financial necessity, academic strain, mental health concerns, and limited support systems. Addressing these issues is crucial to prevent negative consequences such as increased dropout rates, lower academic achievement, poor mental health, and social inequality. Recommendations include financial aid, flexible schedules, academic support, mental health resources, and community partnerships to create a more supportive environment for working students.

RATIONALE

The increasing number of senior high school students who work part-time to support their education presents unique challenges, particularly in the context of full face-to-face learning. This policy brief aims to explore the challenges faced by these students and recommend policy interventions to address their needs.

METHODS

A qualitative research study was conducted involving in-depth interviews with senior high school working students in the Philippines. The study focused on understanding the students' experiences, challenges, and coping mechanisms

RESULTS

The study revealed several key findings:

Academic Impact: students often struggle to balance their academic and work commitments, leading to decreased academic performance and missed opportunities.

Mental Health: The stress of juggling work and studies can negatively impact students' mental health, leading to anxiety, depression, and burnout.

Social Isolation: Working students may experience social isolation due to limited time for extracurricular activities and social interactions.

Financial Constraints: The financial pressure of working while studying can limit students' access to resources and opportunities, hindering their academic and career aspirations.

POLICY RECOMMENDATIONS

This policy brief recommends the different strategies that can help Filipino SHS students specially here in our area (DAPCO,PANABO) who work part-time. It highlights financial necessity, academic strain, mental health concerns, the work life balance education and the need support of the learners.

The following are the different strategies to briefly explain why;
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Flexible Learning Arrangements: Schools considered implementing flexible learning options, such as part-time enrollment or independent study programs, to accommodate the needs of working students.

ACKNOWLEGMENT
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The authors would like to thank the participating students for their valuable insights and contributions to this study. We also acknowledge the support of the students and teachers of Don Manuel A. Javellana Memorial National High School in Panabo Division for their participation and support in this research.

Academic Support Services: Schools provide enhanced academic support services, including tutoring, counseling, and mentorship programs, to assist working students in their studies.

Financial Assistance: Governments and educational institutions explore options for providing financial aid and scholarships to reduce the financial burden on working students.

Work-Life Balance Education: Schools incorporate education on work-life balance and time management skills into the curriculum to help students develop effective strategies for managing their responsibilities.

Employer Partnerships: Schools collaborate with the DARBCO and IFS and other cooperatives and organization that can help our learners to create part-time job opportunities that align with students' academic interests and schedules.

Mental Health Support: Schools prioritized mental health support services for working students, including access to counseling, therapy and the guidance that can lead to students to have a better future. The guidance advocates will continue to assess the working students until he/she got their diplomas.

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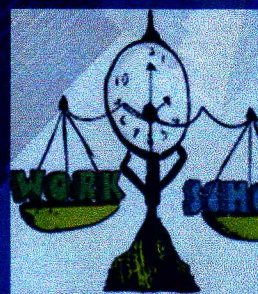
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POLICY BRIEF

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NAVIGATING OBSTACLES OF TEACHERS: UNDERSTANDING AND ADDRESSING KEY CHALLENGES

ANA LYN S. NANOL
Principal I
Fiscal Year 2024

EXECUTIVE SUMMARY

Effective school leadership and a positive school culture are widely acknowledged as pivotal factors in enhancing teacher job performance, directly impacting student outcomes. In Panabo South District II, despite various training and development programs, there is a notable inconsistency in teacher performance, which raises concerns about the influence of leadership styles and school culture on teachers' job satisfaction, morale, and overall productivity. Addressing this relationship is crucial for formulating effective policies that foster an environment to higher teacher performance.

RATIONALE

Teacher performance not only affects student achievement but also shapes the broader educational quality and school reputation. School leadership that nurtures a positive culture can motivate teachers, increase retention, and drive professional growth. This relationship is particularly relevant in Panabo South District II, where there is a pressing need to improve teacher satisfaction and efficacy, which have been linked to effective school management and positive cultural environments. Improving these factors could lead to a more robust and effective educational framework in the district.

The role of school leadership in shaping school culture and, subsequently, influencing teacher job performance has been a subject of significant research. Effective leadership is known to create a collaborative and supportive environment, while a positive school culture enhances job satisfaction and reduces burnout. However, in Panabo South District II, various school leadership styles and inconsistent cultural practices may be impacting teachers' performance. This situation necessitates a closer examination of how leadership and culture interact within this district to identify areas for potential improvement.

Current efforts focus on isolated teacher development programs but lack an integrated approach that considers leadership influence and school culture as underlying factors. There is minimal data collection on leadership practices within schools, and the relationship between leadership, culture, and performance remains under-explored in the district. Without a comprehensive understanding of these dynamics, policies may fail to address root causes of inconsistent teacher performance.

The relationship between school leadership, school culture, and teacher job performance in Panabo South District II aims to inform policymakers, school administrators, and stakeholders on the importance of aligning leadership practices and fostering a conducive school culture to enhance teacher performance. By addressing this issue, this Policy Brief seeks to guide future policy decisions that will create a supportive environment for educators, leading to improved teaching outcomes.

METHODS

To address the issue in determining the influence of school leadership and school culture on job performance among the teachers, questionnaire were administered to teachers within Panabo South District II to gauge their perceptions of school leadership and culture, while performance metrics provided quantitative data on teacher job performance. A quantitative non-experimental correlational design was utilized to collect quantitative data. Additionally, focus group discussions with school leaders were conducted to gather insights into their perspectives on leadership practices and school culture.

It employed a quantitative non-experimental correlational design. The study was conducted over a period of three months and involved 135 public elementary school teachers in Panabo South District II, one of the districts in the Panabo City Division situated on the southern portion. Both the researcher and respondents were in the same research environment. This population was selected since they were those who were able to provide the information or insights the researcher needs to address the research goals. The respondents were identified via complete enumeration sampling technique. This means that all public elementary school teachers in Panabo South District II were included as samples.

Several procedures was done in collecting the data to be used in the study, then reproduction of survey questionnaires. The study utilized standardized questionnaire which were evaluated and adapted from various studies and researches based on the variables used. The instrument used is the adapted questionnaire which is from the OECD Teaching and Learning International Survey (TALIS) and Georgia Leadership Institute for School Improvement, Inc. (GLISI). Restructuring will be carried out to make the instrument more applicable to current, local school setting. Pilot testing process and result of the validation analysis will be used to check the validity of the questionnaire.

RESULT, FINDINGS AND HIGHLIGHT

1. The findings of this study confirm the assumptions about the significant relationship between school leadership, school culture, and job performance. School leadership and school culture has significant causal relationship towards job performance, it means that the variables have influence on the teacher's job performance.
2. It generally indicates that there is a significant relationship between school leadership, school culture, and job performance. There is a causal relationship between school leadership, school culture, and job performance among teachers.
3. The causal relationship between school leadership, school culture, and job performance among teachers is complex and multifaceted, with each component influencing and being influenced by the others. School leadership refers to the actions and behaviors of school administrators, principals, and other individuals responsible for guiding the school's vision, policies, and overall direction.
4. Job performance among teachers encompasses a range of factors, including instructional effectiveness, student engagement, classroom management, and professional growth. The relationship between school leadership and culture, and teachers' job performance can likely excel in their roles and better equipped to meet the evolving demands of education.
5. A supportive school culture and leadership can contribute to teacher well-being, reducing burnout and stress. When teachers are physically and emotionally healthy, their job performance tends to be better.

FURTHER ACTION AND POLICY RECOMMENDATION

1. Collect data on teacher job performance metrics, app usage, and user feedback, and prepare a report that summarizes the policy's outcomes, challenges, and areas for improvement.
2. Enable policies for leave flexibility to assist teachers in managing personal needs without undue stress.
3. Establish on-site counseling services or access to mental health resources for teachers and students.
4. Provide data analytics to identify student learning patterns and adjust teaching methods to better suit individual needs.
5. Enable AI-Powered Professional Development. The AI app should offer personalized feedback on teaching practices by analyzing in-class data (such as student engagement or lesson pacing) and providing insights and recommendations for improvement.
6. Share findings with district supervisors, school heads, and other stakeholders to reinforce commitment to the policy and discuss potential enhancements.
7. Create a dedicated email or support line for technical assistance and policy-related questions. Implement a feedback form to be completed quarterly by teachers and administrators.
8. Draft a communication guide that includes the purpose, benefits, and expected outcomes of the policy.
9. Designate clear timelines and roles for district supervisors and school heads.
10. Inform and prepare district supervisors and school heads to lead the initiative in their respective areas.

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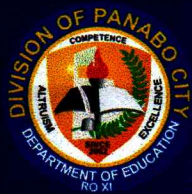
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DIVISION OF PANABO CITY
DEPARTMENT OF EDUCATION
RO XI
COMPETENCE
EXCELLENCE

POLICY BRIEF

Promoting Digital Etiquette: Teachers' Strategies for Addressing Students' Conduct on Messenger

EXECUTIVE SUMMARY

Student incivility on Messenger towards teachers is an escalating problem that undermines the learning environment and damages crucial teacher-student relationships. Late-night messages, disrespectful tones, and inappropriate language have become all too common, with no clear policies in place to control these behaviors. This growing digital disrespect affects not only teachers' morale but also classroom dynamics and overall student engagement. To combat this, it is recommended to have an immediate implementation of a civility policy, and the integration of digital etiquette into the curriculum.

By addressing this incivility issue head-on, schools can foster a more respectful and productive educational environment.

> "
> *Teachers should firmly inculcate to student the value of respect by following the rules and regulations.*
>
> *...share knowledge about appropriate social media etiquette.*

RATIONALE

Student incivility through Messenger towards teachers has become a prevalent issue in schools, where students display inappropriate behavior such as sending late-night messages, using disrespectful tones, and neglecting basic formalities. This incivility not only compromises the teacher-student relationship but also disrupts the learning environment, making it difficult for teachers to maintain professionalism and classroom order. The rise of digital communication has blurred traditional boundaries, and without clear guidelines on acceptable online behavior, many students fail to differentiate between casual interactions and respectful communication with their teachers.

The effects of student incivility on Messenger are far-reaching. Teachers, who are often on the receiving end of this behavior, can feel disrespected and overwhelmed, leading to emotional exhaustion that impacts their ability to teach effectively. This in turn compromises the quality of education and the classroom environment. Also, incivility damages the teacher-student relationship, reducing trust and cooperation, which are crucial for successful learning. Other students who observe this behavior may become disengaged, as it fosters a culture of disrespect and diminishes the importance of respectful communication. If left unaddressed, this could result in a wider negative impact on student academic progress, participation, and overall classroom dynamics.

This civility policy will contribute to improving learner quality by reinforcing specific competencies outlined by the Department of Education, such as Values Education and 21st-Century Skills, under the Quality Pillar of the K-12 curriculum. It will also support DepEd's mandate by promoting respect, discipline, and accountability among students, aligning with the core values of Maka-tao and Maka-Diyos. Establishing a civility policy that clearly defines expected behavior on digital platforms, alongside integrating discussions on digital manners and respect into the curriculum, would not only improve student-teacher relationships but also create a more respectful and engaged learning environment.

METHODS

A qualitative-phenomenological research design was utilized to explore the lived experiences with students' incivility in using Messenger of five (5) teachers from a public secondary school in Panabo City, Davao del Norte.

☑ Purposive sampling

☑ At least one (1) year of teaching experience in the selected school and had encountered student incivility via Messenger.

☑ Teachers who had no experience with this issue were excluded.

A semi-structured questionnaire was developed by the researchers to guide the in-depth interviews, focusing on the participants' experiences and coping strategies regarding student incivility in Messenger. This questionnaire was researcher-made, tailored specifically to the study's objectives, and underwent content validation by three (3) experts in qualitative research (a Master Teacher in English, and Research Coordinators both from SHS and JHS) to ensure relevance and clarity. The data collected were analyzed using thematic analysis to identify key patterns and coping strategies employed by the teachers.

RESULTS

1 Experiences of teachers in student's incivility in messenger utilization

- Late night chats
- Lack of greetings
- Inappropriate used of words
- Disrespectful Tone and demeanour

2 Coping strategies of teachers for dealing with students' incivility in Messenger utilization

- Disregarding Late Night Chat
- Re-orienting Online Etiquette
- Establishing boundaries

3 Insights of teachers in students' incivility in messenger

- Proactive Rule Implementation
- Setting Authority
- Responsible Utilization of Social Media

POLICY RECOMMENDATION

To effectively address the issue of student incivility in Messenger communication, a comprehensive set of actions is proposed. These steps should be clearly stated in the **school policy handbook** to ensure relevance, credibility, and feasibility.

The civility policy, addressing students' conduct on messenger, recommends the following:

Proactive Rule-Setting in the Policy Handbook

It is recommended that the school update its policy handbook to include guidelines on proper communication between students and teachers via Messenger. This should specify precise steps, such as:

- Establishing messaging boundaries, including acceptable times for contacting teachers.
- Outlining expected language and etiquette standards to promote respect in digital interactions. These rules will help create a respectful and professional online environment. Teachers can reinforce these guidelines at the beginning of each term, setting clear expectations that align with the school's values.

Reorientation Programs on Digital Etiquette

Schools should develop orientation sessions or workshops that educate students on digital communication norms. These sessions should address the importance of respectful language and boundaries when interacting with teachers online, emphasizing that Messenger is an extension of the classroom environment and requires the same level of respect.

Supportive Training for Teachers

Professional development workshops (can be in School Learning Action Cell session) should be conducted to equip teachers with strategies to manage online incivility. These workshops can cover practical coping strategies, digital boundaries, and stress management techniques to help teachers maintain their professionalism in online interactions.

Collaboration with Parents for Reinforcement

Schools should involve parents in reinforcing respectful online behavior by encouraging discussions with their children on the importance of digital etiquette in teacher-student communication.

Ongoing Monitoring and Evaluation

The school administration should periodically review and update the policy based on feedback from teachers and students to ensure its continued relevance and effectiveness.

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