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Message

I extend my heartfelt and warm congratulations to DepEd El Salvador City Schools Division. Indeed, your endeavor towards excellence emerge the launching of this research journal. Gladdened I am with this significant contribution not for us but for our future leaders to be globally competent in line with our City's vision. Hence, the success encompasses with great challenges and opportunities, it is my fervent hope that the Research and Development will unceasingly soar its interest for the greater glory. The City will always extend full support to this laudable involvement with beneficial consequences in the lives of our future leaders of today's generation.

Again, congratulations. Your remarkable achievement has a major breakthrough in multi-dimensional sectors.

Mabuhay!


HON. EDGAR S. LIGNES
City Mayor

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Republic of the Philippines
DEPARTMENT OF EDUCATION
Dep-Ed Region X - Northern Mindanao



Message

Greetings, everyone!

Congratulations to the Division of El Salvador City, through the competent leadership of SDS Olga C. Alonsabe and ASDS Aliena S. Dajay, for its maiden issue of *The GEM Research Journal*.

This research accomplishment, embellished and substantiated by the scholarly research outputs of the researchers and contributors, manifests the division's genuine efforts not only to develop a culture of research excellence in the workplace, but also to address various issues and gaps in the delivery of quality, relevant, accessible, and liberating basic education for all.

While these research accomplishment, therefore, encourage the rest in the division to conduct research and publish their outputs in the next issue of *The GEM Research Journal* and even in other recognized national and international publications. Likewise, may it serve as a model and inspiration for other divisions and schools to produce their own version of the journal and eventually help in making research a best practice in the entire region.

Once again, kudos to the Division of El Salvador City and the entire production and editorial staff of *The GEM Research Journal*.

Keep it up and Godspeed!

Straight from the heart.

DR. ARTURO B. BAYOCOT, CESO III
Regional Director



The LEARNER: The heart of DepEd Region X

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Republic of the Philippines
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SCHOOLS DIVISION SUPERINTENDENT

Message

In this time there is a need to review the implementation of K to 12 Basic Education Curriculum, a scientific way to gather data and information is through the conduct of a research. Grounded on research findings, policy reforms can be effective and efficient as it provides means to close the gap between the goal and the reality in the field.

Aside from policy reforms, initiatives to improve the delivery of the curriculum in schools can also be done through the conduct of action researches. It's a way to gain new knowledge which will eventually become the basis to change the way teachers conduct the teaching-learning process in their respective classrooms. Considering the essence of time, educational practitioners like school heads and teachers need not resort to trial and error in the way they manage the school and teach school children. Through action research, both school heads and teachers will continuously improve their work performance, leading to the delivery of quality education, which the Department of Education aspire.

With this goal, the Division of El Salvador City strive to come up with this research journal to communicate the research findings of the school heads and teachers. A good number of these researches were presented in different fora, but many were not known to all the teachers considering the limited number of those who attended the said activities. With this journal, a written reference can be well analyzed for possible application in their respective schools.

This peer-reviewed journal wished to serve as a platform to present wide range of topics relating to instruction and managing an educational organization. Extensive effort has been put to select valuable researches which would contribute in a quality research journal, special thanks to the peer reviewers!

I would like then, to convey my sincere appreciation to the researchers, editorial board, reviewers as well as the local government officials headed by Honorable Mayor Edgar S. Lignes, for their valuable contributions to make this journal a reality. Each research entry is a manifestation that this division has discovered the GEM, the individual researchers, whose work is worthy to be shared to the educational community. Through their academic legacy, they can contribute a way to polish more the GEMS in this City of El Salvador, the school children, whom we treasured and served.



OLGA C. ALONSABE, PhD, CESE
Assistant Schools Division Superintendent
OIC-Schools Divisions Superintendent

FOREWORD

DepEd Order 39, s. 2016 (Adoption of the Basic Education Research Agenda) highlights the significant contribution of research to fully establish policies and implement goals directed towards the learners; thus, effectively instigating the Department of Education's mandate consistent with its vision. Accordingly, priority themes surfaced as research areas that are most necessary and practical in light of the Department's objectives. Major reforms and implementations in the educational setting are anchored on reliable researches and validated data.

The Division of El Salvador City acknowledges the vital role of research to ascertain and sustain breakthroughs in the educational setting. With this, the Office looks into the deeper perspective of research to fully address problems in the field; connoting positive impact of this paradigm among the teachers and personnel.

The GEM is a peer-reviewed journal which serves as a platform for teachers' classroom-based interventions, school leaders' innovations and Division initiatives based on the systematic features of research. Arrayed with its vision, the GEM embodies the principles of responsible governance, quality education and functional management.

As one of the salient points of the Division Research Agenda, this journal highlights the 13 researches quality assured by the internal and external peer reviewers which deemed significant findings to improve the delivery of basic education services. Further, the Division Research Committee assessed and monitored the utilization of these interventions subsequent with the standards set by the Department of Education.

Karen Rose A. Serrania
Division Research Coordinator

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INFLUENCE OF PERSONAL FACTORS ON PUBLIC ELEMENTARY SCHOOL TEACHERS' RESILIENCE AT WORK

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ABSTRACT

This descriptive – correlational study determined the influence of personal factors (emotional – regulation, self – esteem, and sense of meaning in life) on the work resilience of the public elementary school teachers. Survey questionnaires were used to gather data, which were processed using descriptive and inferential statistics. Findings reveal that the teachers had moderately high emotional – regulation, self – esteem, sense of meaning in life, and resilience at work. The personal factors were significantly correlated with resilience at work. Among these personal factors, emotional – regulation best predicted the level of resilience. It can then be concluded that resilience at work can be developed by enhancing self – regulation, increasing self – esteem, and deepening sense of meaning in life.

Keywords: personal factors, teachers' resilience at work, emotional regulation, self – esteem, sense of meaning in life.

**Enhancing Students' Performance in Learning Conic Sections
through Digital Applications**

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ABSTRACT

The 2017 National Achievement Test (NAT) results revealed poor performance in Mathematics among the high school students in Region X. Students' difficulty in Mathematics is more evident in my Pre-calculus class of the senior high school curriculum. Hence, this study experimented on the effectiveness of digital applications in enhancing students' visualization of Math concepts. The study used two groups and followed the pretest-posttest quasi-experimental design. One group was exposed to the digital-based approach while the other group was exposed to the conventional approach. Students' performance was analysed using t-test. Findings reveal that both interventions were effective as reflected by a significant difference in the pretest and posttest results. However, when the performance increments of both groups were compared, a significant difference was found. The treatment group obtaining higher mean than the control group; therefore the use of digital applications was more effective than the conventional approach. The focus group discussion reveals that the students in the treatment group have developed more positive attitude towards learning Mathematical concepts. Hence, the study recommends the integration of digital applications in the teaching of Mathematics particularly in Pre-calculus.

Keywords: Senior High School, Calculus, Digital Application, Students' Performance

***Dula-dula ug Pakigsandurot: An Arts-Based Approach in Building Pupils Empathy
towards Positive Classroom Culture***

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ABSTRACT

Learners are at their highest capacity to learn and excel when surrounded by positive relationships. This can be attributed from a strong desire to educate learners by modeling empathy, using genuine connection and understanding. A descriptive method was used in this study specifically observational and survey design. Data were collected using pre and post-test on pupils' level of empathy. Data before and after observation through anecdotal records and reflections were also analyzed. The findings of the pre survey showed that pupils showed a low level of empathy. *Dula-dula ug Pakigsandurot* session activities were introduced wherein pupils engaged to creative framework of building empathy through arts and play approach, in which their thoughts, opinions, feelings, and differences through meaningful activities where emphasized in each session. The findings of the study showed an increase level of pupils' empathy. The study contributed a positive impact on building pupils empathy in the classroom after the intervention. One explanation for this is that cultivating pupils' empathy leads to a powerful tool that help the learners better understand their behavior. It also helped the learners to connect and work through difficult moments together. Furthermore, compilation of empathetic exercises was developed to further deepen the session activities and positive reinforcement among pupils.

Keywords: *Dula-dula ug Pakigsandurot*, Building Empathy, Positive Classroom Culture, Empathetic Exercises

Arnis Martial Arts Strategy (ArMAS): Its Effectiveness on School Physical Bullying among Grade 7 Learners

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ABSTRACT

The study focused on Impact of Arnis Martial Arts Strategy (ArMAS) as an intervention on school Physical Bullying. This study utilized quasi-experimental to determine the effectiveness of the intervention to the participants. Results showed that the participants in ArMAS group decreased in victim-bully response after the interventions. The ArMAS group response as victim of bullying described as "seldom" to "never" after the posttest, while the non-ArMAS group increased in numerical value based on the overall mean but the victim-bully response remain "seldom" in interpretation. Results show that the performance increment of the participants exposed to ArMAS was higher than those who were exposed to the non-ArMAS. The findings reveal that there was a significant difference in the participants' victim-bully response, with the ArMAS having the lower mean implying that ArMAS is good intervention for anti-bullying.

Keywords: *Arnis Martial Arts, Physical Bullying, Victim-bully*

Use of Hemingway Editor App to Improve the Writing Attitude of the HUMSS Students

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ABSTRACT

This descriptive research study was conducted to investigate the use of Hemingway Editor app to improve the writing attitude of Humanities and Social Sciences students. The affective processes in writing change the views of learners in any given writing task. The study found that the writing attitude of the HUMSS students was mostly negative before the intervention and an interesting shift of the participants' views were recorded after the introduction of the Hemingway Editor app. A total of 28 HUMSS students completed a questionnaire composed of 7 negative and 13 positive statements on writing attitude. The result of the data analyses presented that the use of the app has significantly contributed to the difference of the students' writing attitude in the pre-assessment and post-assessment.

Keywords: writing attitude, Hemingway App, writing editor

Development of Teacher-Made Vlogs on Classical Mechanics

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ABSTRACT

Least learned competency unaided with the appropriate teaching strategies leads to students' poor achievement level in Science 9, making them vulnerable for more misconceptions. Teachers need to step up their game in giving teaching strategies appropriate to their students' best interests. With a number of Gen Z learners enrolled in a public school in the Division of El Salvador City, this study aimed to develop and evaluate teacher-made vlogs on projectile motion, and pilot test it to a Science 9 class. Results yield on the teacher-made vlogs' evaluation by content, ICT, and education experts and the achievement level of the learners during the pilot testing show that the teacher-made vlogs were appropriate teaching strategy in teaching projectile motion. The FGD confirms teachers and students positive feedback towards using teacher-made vlogs as a teaching strategy. Thus, the study recommends the use of teacher-made vlogs on the unpacked learned competencies in science particularly in projectile motion.

Keywords: Science, teacher-made vlogs, Gen Z learners,

FLIPPING THE CLASSROOM TO IMPROVE STUDENT'S PERFORMANCE AND ATTITUDE TOWARDS SCIENCE

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ABSTRACT

This study establishes the effects of the semi-flipped classroom model on academic performance and the attitudes of seventh-grade students towards Science. A pretest and posttest quasi-experimental research design was employed to assign two pre-existing intact classes randomly into either condition. Section A served as the control group and was taught using the traditional classroom while Section B followed the semi-flipped classroom model. The competency-based quarterly exam and the Science Attitude Scale (SAS) were administered before and after the intervention. Findings from this study reveal that the semi-flipped classroom model facilitates an increased level of students' academic performance significantly more than the traditional classroom. Positive significant differences were found on all assessments with the semi-flipped class students performing higher on average. Both groups are on the same level in terms of their attitude towards Science. The findings support the notion that teachers should be trained in incorporating the flipped classroom model into the teaching and learning process because it encourages students to be directly involved and active in learning.

Keywords

Semi-flipped Classroom Model, Traditional Classroom, Attitude towards Science, Academic Performance

Level of Implementation of the Enhanced Basic Education Information System (EBEIS) in the Division of El Salvador

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ABSTRACT

The information technology in educational management has rapidly increased due to its efficiency and effectiveness. The implementation of the Enhanced Basic Education Information System (EBEIS) of the Department of Education consolidated the data information of each student, with accuracy and efficiency that the decision-maker can easily interpret. Thus, the Enhanced Basic Information System (EBEIS) was created. The major purpose of the Enhanced Basic Education Information System (EBEIS) was to provide details regarding student demographic data, class status and more. The student is mapped to a school and school is identified by unique code, with this unique and exclusive individual code no one could wrongfully be entered to other profile. The study used qualitative and quantitative analyzes, formatted and was adopted from Ortiz (2012) that could generate comprehensive information that can provide critical analyzes of the issues and concern that is well connected to the participants. The Enhanced Basic Education Information System (EBEIS) program is well implemented of all schools and division offices of the Department of Education and recognize the official provider of accurate data and more efficient, it plays a vital role on the decision-makers such as the stakeholder and so the Schools Division Office. The system implementation is necessary, and that will continue to benefits the stakeholder, school head, principal and most especially the school in new and wonderful ways.

Factors Affecting Retirement Planning of Secondary School Teachers: A Take-off Point for Retirement Program

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ABSTRACT

The growing challenges and opportunities presented by the global economy in the twenty-first century are causing an increase in anxiety and instability often in individuals with limited background in financial literacy. The most prone of this occupation are teachers in the public school system who constantly face problems on how to save, plan and prepare for retirement. This study delved on the factors affecting retirement planning focusing the relationship between financial knowledge, attitudes and practices of public school teachers. Descriptive correlational research design was used to 143 respondents complemented by a focus group discussion high ranking personnel in the Department of Education - El Salvador City Division. The data were analyzed using statistical tests in frequency, mean and correlation. Results revealed that respondents are highly knowledgeable when it comes to financial knowledge. The socio demographic profile of the respondents particularly age has no significant relationship to the respondents' financial knowledge, attitude, and practices, with the exception of those belonging the 22 - 40 age group and those in the older age above 40, when age is correlated to financial practices. In conclusion, there is a definite proof of high level financial knowledge and financial practice in this study leading to a better savings and investments with the right financial instruments, and in managing their assets and liabilities. Financial attitude plays an important role as well as in the coordination of financial knowledge and practice. In all, the study recommends building a comprehensive and practical financial literacy program relative to the tenure of the teachers and their impending retirement.

Keywords: Financial Knowledge, Financial Literacy, Financial Attitude, Financial Practice, Financial Management,

**Intensive Summer Reading Program: A Learning Intervention
for Beginning Reading for SY 2016-2017 at DepEd El Salvador City**

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ABSTRACT

The action research was focused on addressing the problem of beginning reading for select Grade 2 learners of the public elementary schools in the Division of El Salvador City. A descriptive research utilizing both qualitative and quantitative analysis was employed to describe the effect of the intervention program used to resolve the prevailing deficiency in beginning reading; thereby, alleviate the problem in the reading performance level of the learners in El Salvador City. The data showed that non-readers in English Oral Reading for beginning reading showed a significant number (177 out of 1112) or (15.92%) from the total population of Grade 2 pupils in El Salvador City and reading deficiency for beginning reading is affected by absences due to family-based risk factor such as income status and other resources like reading materials. Further, implementation of Intensive Summer Reading Program (ISRP) funded by Basic Education Research Fund (BERF) through the provision of free meals and fares within the ten-day intensive teaching of beginning reading to select recipients yielded an improved literacy level. With these findings, it is recommended that (1) Department of Education through the Regional and Divisional Offices should strengthened Policy on School-based Feeding Program through a Modified Guidelines of Beneficiaries – specifically on the impact of feeding to reading performance; (2) Monitoring and Evaluation for sustainable and effective reading programs, activities and projects (PAPs) be strengthened; and (3) Research-based PAPs such as tracer study or action research for reading be reinforced.

On Mastery of Strategic Skills for Mastery in Writing Skills

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INTRODUCTION

The Department of Education formulates, implements and coordinates policies, plans, programs, and projects through the K to 12 program in areas of formal and non-formal basic education in which the Filipino learners is the center of everything.

Fulfilling the mandate and responsibilities stated in Republic Act no. 9155 and in adherence to Republic Act 10533 (Sections 5 and 7), the Division Office continuously sought best ways to do the duty as Filipinos to develop the 21st century learners who are true citizens and who have a strong desire to serve the country and work for its betterment.

As instructional leaders, we ensure that teachers inculcate the values deemed necessary and desirable and train students to acquire the necessary competencies.

Consequently, the division conducted a diagnostic test to assess learners in Grade 4 in terms of their competencies in fluency or oral language, reading comprehension, vocabulary development, grammar and writing or composition.

ISSUES AND CONCERNS

The results revealed that Grade 4 pupils proficiency level in fluency or oral reading (18.05), reading comprehension (30.64), vocabulary development (33.8), grammar (12.31) and writing or composition (3.08). These had indicated that the proficiency of the Grade 4 pupils in the aforementioned learning competencies are all below mastery level.

Furthermore, the results showed that Grade 4 pupils are least competent in (1) writing or composition, (2) grammar particularly on nouns, (3) analyzing sequence of events, and (4) distinguishing appropriate stress pattern.

Data also revealed that Grade 4 pupils (1) who can write sentences committed errors on punctuation, capitalization, diction and structure, (2) write sentences in vernacular but with complete thought, (3) write an incomprehensive group of words (both English and vernacular), and (4) does not write anything at all.

Generally, pupils had shown that they have difficulty in expressing their ideas on what they have seen and observed based on the picture and group of words given.

From the results gathered and presented, it could be inferred that these least known/learned competencies are at high risks in the realization of English competencies for Grade 4 pupils, during the First Quarter of SY 2018-2019.

ACTION TAKEN

Hence, to prevent this circumstance, an intervention was implemented to assist the teaching-learning activities and ensure that learners develop the set of learning competencies expected of them to achieve within the current school year.

Project REAP (*Revitalize Explicit teaching to Advance Performance*) has been designed and came to existence to address critical competencies in the learning of English language foreseen to be at risk during the first grading period. This had particularly highlighted the use of Explicit Teaching in the development of the strategic skills requisite to the development of writing and composition skills.

The Transactional Model of Direct Instruction, an adaptation of a model developed by Caldwell, Huit & French (1981), focuses additionally on the interactions of teachers and students at each event of instruction. It exemplifies - **"I Do, We Do, You Do"** - a systematic learning process for which pupils will be able to see a pattern of learning concepts as modelled by the teacher in a series of activities in a particular teaching-learning session.

After having conducted the diagnostic test and analyzed the results, planning for the intervention program was made. The conduct of the Capacity-building in Addressing Critical Competencies for Teachers was implemented. The activity includes designing of lesson exemplars and demonstration teaching by the Education Program Supervisors, critiquing and planning for implementation with the teachers, school managers, Education Program Supervisors, Assistant Schools Division Superintendent, and Schools Division Superintendent.

The implementation of the project does not require any special schedule. Project REAP was implemented just within the normal and regular conduct of classes. Instructional Supervision provided opportunity for the monitoring and evaluation of the utilization of Explicit Teaching and the conduct of the Post Test was integrated in the First Periodical examination of the learners.

The material resources were the diagnostic test questions, periodical test questions, test results, lesson exemplars, instructional materials, learners' materials, teacher's manual and curriculum guide.

Generally, the following success indicators or measure of success were observed:

KEY CHANGES AND TARGET COMPETENCIES

Guided by the objective, there shall be an enhanced classroom teaching-learning delivery and improved performance of pupils in the basic writing and composition as shown in the increased performance in NAT, ELLN, Journalism and other academic-related programs and activities. The target competencies that had been applied and directly related are the following:

- Development of Strategic Skills (Fluency/Oral Language, Reading Comprehension, Vocabulary Development, Grammar)
- Improved Writing and Composition Skills

BENEFICIARIES

The results of this project would be beneficial to the school administrators, teachers, learners and parents and other stakeholders of the Department of Education, Division of El Salvador City.

For school administrators, this project would provide feedback mechanism on the SHs instructional leadership particularly in prioritizing programs, activities, projects (PAPs) basically for enriched teaching delivery of teachers and ultimately for the improved performance of the learners.

For teachers, the result of this project may propose for adoption of effective teaching strategies for development of strategic skills of the pupils in such a way that the basic facility in writing shall be addressed for an improved writing/composition competence.

For learners, this may generally help them in their academic performance. Such positive results are expected to benefit the students as reflected in their academic achievement.

For parents, guardians and other stakeholders. The findings of this study may motivate them to take a more active role in the education of their children, extending the learning experiences of their children at home.

FINDINGS AND IMPLICATIONS

Competencies	Pretest	Post Test	Difference
Fluency / Oral Language	18.05	29.47	11.42
Reading Comprehension	30.64	60.82	30.18
Vocabulary Development	33.8	27.40	-6.4
Grammar	12.31	30.81	18.5
Writing or Composition	3.08	19.2	16.12

Generally, the post test results had shown that Fluency / Oral Language (29.47), Reading Comprehension (60.82), Vocabulary Development (27.40), Grammar (30.81), and Writing and Composition (19.2) yielded positive results except for Vocabulary Development which had indicated a difference (-6.4). The results for writing and composition skills of the learners revealed an increase of (19.2%) against the target proficiency level (20%) in writing and composition of the learners at the end of the First Quarter. This implies that the difference of (0.8%) has to be added in the target for the next quarter.

RECOMMENDATIONS

- (1) Project REAP shall be implemented as School-based Re-Entry Application Project wherein Explicit teaching should be strengthened during Learning Action Cell (LAC) sessions and Instructional Supervision should be used for Monitoring and Evaluation,
- (2) Division Implementation of BASA ni ELSA focusing on the reading proficiency level to augment fluency or oral language and reading comprehension of the learners, and
- (3) Continuous SMEA and DMEA for the adjustments of the different programs, activities, and projects to be implemented for the effective teaching-learning in English language.

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Research Templates: Tool in Making Research a Culture of El Salvador City Division

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ABSTRACT

The Department of Education is continuing its initiatives towards strengthening evidence-based policy development and decision-making through the provision of research fund to eligible proponents nationwide.. This is to promote the culture of research specifically on three areas such as: 1.) Improving Access to Education, 2.) Improving the Quality of Education and 3.) and Improving Governance (DO 43, s.2015). Because of the above premise, the division envisioned on how to make El Salvador City Division embrace the culture of Research and make this "A Way of Life" in DepEd. It sounds ambitious but since the demand of it is the language of the time as needed in the making of School Improvement Plan (SIP), as well as the Division Education Development Plan (DEDP) which will satisfy Major Final Output of the Department of Education. Different projects, activities and projects (PAPs) implemented in the Division and in the school level were enumerated. Then identification of which among the PAPs have an impact to access and quality was done. These are the priority in the making of the research template.

The output of this study are the different templates for research and action research in relation to the different programs, projects and activities implemented within the Division through the schools. The priority PAPs are those related to reading, feeding, classroom performance, K to 12 curriculum implementation, and teaching practices. The templates served as their practical guide in doing researches at their own level and jurisdiction. This will serve as starter in doing research on the effect or impact on the different programs, activities and project implemented in the school. Through this, the making of research is made easy and practical thus access to education, quality of education and governance will all improve.

Keywords: Research Templates, Research Culture, El Salvador City Division

An Analysis of Reported Cases on Bullying and Actual Bullying Cases

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ABSTRACT

Every year, the Department of Education is requiring each Division to submit reports on child abuse and bullying issues to the Central Office. As a practice, each school is given the template to be filled up by the school heads. It has been observed that in the Division of El Salvador City, out of 19 public schools both in the elementary and secondary levels, 12 schools reported no bullying cases; 10 in the elementary and 2 in the secondary. Furthermore, all private schools both in elementary and secondary reported no bullying cases at all. This has led the researcher to conduct this action research and check whether there is consistency with what has been reported on the actual bullying cases happening on site. And it was found out that when the children/learners were asked if they experienced a specific type of bullying inside the school, most of them answered once or twice or many times, they have experienced such. Discrepancy of the reports and the actual experiences of the learners were observed. Thus, an urgent action on this matter is a must. RA 10627 known as anti-bullying law should be given emphasis and strictly implemented especially within school premises. This should be partner with the strong observance of DO no.40, s.2012 known as "DepEd Child Protection Policy."

Keywords: Bullying, child protection